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GENERAL REPORT

ON

Public Instruction,

IN THE

LOWER PROVINCES

OF THE

BENGAL PRESIDENCY,

FOR

1843-44.

VII/66
1262

Calcutta:

G. H. HUTTMANN, BENGAL MILY. ORPHAN PRESS.

1844.

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GENERAL REPORT,

&c. &c.

THE control of the Educational Institutions in the North Western Provinces having, in pursuance of the Resolution of the Government of India, dated 29th April 1843, been transferred to the Agra Government, it became necessary to assign for the support of those Institutions a fixed annual payment out of the General Education Funds, which, together with the separate Funds belonging to the Agra, Delhie and Benares Colleges, and all local resources, should be at the exclusive disposal of the Lieutenant Governor; and also to effect a separation between the Accounts of the Education Department in the two Divisions of the Presidency of Fort William. With this view, the allotment proposed by the late General Committee in 1840, on the occasion of applying for further assistance from the Government of India, was assumed as the basis of a calculation by which the annual sum of Rs. 1,23,991-10 is now set apart out of the General Funds in favor of the North Western Provinces, in addition to the separate and local Funds specially available for the purposes for which they were originally assigned. The resources of the Department in the Lower Provinces are now as follows:

Interest of General Fund,	Rs.	24,145	1	0		
Parliamentary Grant, ...		1,06,666	10	8		
New Grant, ...		1,49,740	12	0		
		2,80,552	7	8		
Deduct in favor of N. W. P.,		1,23,991	10	0		
					1,56,560	13 8
Separate Grants, ...					88 885	5 0
Interest of Local Funds,.....					49,107	9 0
Schooling (estimated), ...					38,000	0 0
Miscellaneous receipts (ditto),.....					10,000	0 0
				Total,.....	3,42,553	11 8

exclusive of the expenses of the Medical College which are not provided for by any assignment of the Education Funds, but form an item of the general expenditure of the State.

An application for assistance towards establishing a School at Mymunsingh was submitted by a Committee of the Public Officers at that Station, who had associated themselves for the purpose. It was stated, that donations to the amount of Rs. 1,818 had been promised, and a monthly sum of Rs. 179 for the first year, and Rs. 78 for subsequent years, had been subscribed; but the Government was unable to appropriate any funds in support of the undertaking. A similar application was made by the Native Inhabitants of Rugonathpore in Manbhoom, for the establishment of a Vernacular School at that place; and on the 20th July the Judge of Rajshahie forwarded a petition from some native youths at Pubna, praying that the Government would establish a School in that District, but the state of the Education Funds precluded compliance with either of these requests. The Magistrate of Nuddea reported that Rs. 3,600 had been collected towards the establishment of an English School at Kishnagur, and requested that as that sum was insufficient for the purpose a special grant might be made from the Education Fund. The Magistrate stated that there was already an English School at the station conducted by a Clergyman in the employ of the Church Mission Society, containing 60 or 70 pupils which would suffer by the establishment of another; and that a majority of the subscribers had consented to a transfer of the funds to the Missionary, should Government decline to interfere. Under these circumstances the request was not complied with.

The want of a definite set of Rules prescribing the terms on which leave of absence would be granted to Masters, and regulating their acting and travelling allowances, having been much felt, a draft of the same was laid before the Council of Education; and the Rules as approved by them and passed by the Government on the 28th February 1844, will be found in the Appendix.

Some modification has been made in the manner of conducting Scholarship examinations at the Colleges and Schools in the interior, and the award of Scholarships is now entrusted to the several Local Committees, subject to the approval of Government.

On the 4th September 1843, the Council of Education were called upon to report the success which had attended the adoption of the plan recommended by the late General Committee, and sanctioned by Government on the 2d February 1842, for the preparation of Vernacular Class Books. In reply, the Council entered into a detailed account of their proceedings since that date, the most important of which are

adverted to in their Report for 1842-43. The duty of providing for the preparation of a series of Vernacular Class Books has now devolved upon the Government, and measures have been taken in communication with the Government of Agra to promote this most important object. Translations into Oordoo and Hindee will, in future, be prepared under the superintendence of the Agra Government, and into Bengali, Oorya and Burmese under that of Bengal.

The Oordoo translation of Marshman's History of India, by Mr. J. Muir, alluded to at page 28 of the General Report for 1843-4 has been approved, and is now introduced as a Class Book into the Institutions in those districts of which that language is the Vernacular.

Mr. Marshman on being called upon to state what progress had been made in the preparation of the English and Bengalee works, which he had agreed to provide, expressed much regret that other engagements, apparently of more urgent necessity, had interfered with the accomplishment of the charge entrusted to him by the late General Committee. He had, however, been gradually collecting the materials and would now allow as little time as possible to elapse before their completion. The translation of the History of Bengal into Bengalee is nearly finished, and the other works will be furnished in the following order—1st, the History of India; 2d, the History of England; 3d, the Wonders of Art and Nature in India. Dr. Yates has completed the Bengalee Reader which he undertook to prepare, and the book has been introduced into several of the Schools under the Government. On the 11th March a Circular was issued to the different Institutions, authorising the admission of boys for instruction in the Vernacular language alone.

The Principals of the several Colleges were directed to inspect and report upon some of the Zillah Schools according to the following distribution:

Mr. Seddon, Principal of the Nizamut College—Patna, Bhagulpore and Bauleah.

Mr. Ireland, Principal of the Dacca College—Burrisaul, Commillah and Chittagong.

Mr. Sutherland, Principal of the Hooghly College—Midnapore.

Mr. Kerr, Principal of the Hindoo College—Jessore.

The result of the inspection of each of the abovementioned Schools will be found in the Special Reports. The other Institutions, by reason of their great distance, could not be conveniently inspected.

The Council of Education, on the 30th April 1844, was composed as follows:

President—The Hon'ble C. H. CAMERON.

Members.

The Hon'ble F. MILLETT.
F. J. HALLIDAY, ESQ.
J. EDWARDES LYALL, ESQ.
C. C. EGERTON, ESQ.
BABOO RUSSOMOY DUTT.
RAJAH RADHAKANT DEB.
F. J. MOUAT, ESQ., M. D., *Secy.*

The Report of their proceedings during the year is subjoined at length.

THE HON'BLE W. W. BIRD,

Governor of Bengal.

HON'BLE SIR,

Our last Report contained a narrative of our proceedings for 1842-43.

2. Our present Report will comprise the matters which have occupied our attention from the 1st May 1843 to the 30th of April 1844, and consist of general introductory remarks, the Special Reports of the Hindu, Sanscrit, Medical and Hooghly Colleges, with that of the Calcutta Madrussa, and such documents in an Appendix, as may be necessary to illustrate the state and condition of the Institutions referred to during the past year.

3. The changes in the constitution of the Council, with the removal of the office to the Medical College, and alterations in the system of business referred to in paras. 4, 5, 6, 7, 8, 9, 10, and 11 of our last Report, have all been duly carried into effect.

4. During the past year we have to regret the loss by death, of Mr. J. C. C. Sutherland, whose long and valuable services in the Education Department, combined with his profound acquirements as an Oriental Scholar, and intimate acquaintance with the manners, habits, and prejudices of the Native Community, rendered him an able and efficient Member of our body.

The departure for Europe of Major J. W. J. Ouseley, likewise an eminent and talented Oriental Scholar, has deprived us of his services as Secretary to the Calcutta Madrussa and Examiner of our Oriental Scholarship papers, in both of

which capacities his assistance has always been of great value to us. Our Secretary has been directed to officiate in the former capacity, pending the appointment by Government of a permanent Secretary.

Mr. J. E. Lyall, Advocate General, has been added to our body, and from his ability and advice we hope to derive much valuable aid in the discharge of our duties.

5. With reference to paras. 41, 42, 43, 44, and 45 of our last Report, respecting the advantages of affording legal instruction to the more advanced pupils of our Institutions, we have the sincere gratification of reporting that such instruction has not only been given, but has been attended with the best and most satisfactory results, as we shall presently proceed to show.

Mr. J. Edwardes Lyall, Advocate General, having offered his services to Government to deliver Lectures upon Jurisprudence in the various forms in which it is administered* in the Courts of this country, commenced his course on the 12th of October 1843, by a general introductory discourse, which was attended by His Honor the Deputy Governor of Bengal, the Council of Education, Sir Henry Seton, and a large number of Gentlemen of the Civil and other Services. The course was continued subsequently once a week, and attended by the pupils of the Senior Classes of the Hindu and Hooghly Colleges, as well as by some of the Students of the College of Fort William.

The Deputy Governor, having entrusted to the judgment and intimate knowledge of the subject possessed by the Advocate General, the entire arrangement of a plan of instruction practical in its nature and

Extract from a Letter addressed to his Honor the Deputy Governor, by Mr. Lyall, dated 4th August, 1843.

"I believe it has been for some time past the anxious wish of the Government and the Council of Education that a professional chair should be Established at the Hindoo College, for the purpose of instituting a regular course of Lectures on the Law, in the various forms on which it is administered in this country.

I understood however that some obstacles had arisen to the immediate adoption of any particular plan, and I resolved after some consideration, to volunteer such services as it might be in my power to render in furtherance of this object. I have been induced to make this offer, from the interest I take in the promotion of a Sound and Systematic Education among the Natives of this country, and from my earnest desire during my residence in India, to devote to the public service all the time and attention I can bestow, consistently with my official and professional duties. It has been a great gratification to me to find this offer has been welcomed by yourself and by others in the spirit in which I intended to make it, and hoped it might be considered. It only remains for me to express my readiness to enter upon a course of Lectures with all convenient expedition, and to request that I may be made acquainted with any views, the Government may entertain in connexion with this subject, as I cannot but feel anxious on every account, to

see the proposed objects carried out, in the most efficient manner."

suited to the attainments of the pupils, as well as the circumstances of the country to which their knowledge is hereafter to be applied, that Gentleman forwarded to us on the 27th of March 1844, the following Report upon his first course of Lectures, which we are anxious to present without curtailment, as a document of much interest, upon a subject of considerable importance.

"On the 12th of October 1843, these Lectures were commenced, and they have been continued in a regular course until February last.

"The Students of the Hindu and Hooghly Colleges assembled at the College of Fort William every Saturday at 11 A. M., and the Lectures generally occupied from one to two hours in the delivery.

"Although the object was from the first to render them as practical as possible, it was absolutely necessary before entering on a detailed consideration of any particular branch of the subject, to begin with some outline of the Law of Nature and Nations, of the general history of Jurisprudence, and of the different systems prevailing in British India.

"After a few mornings had been devoted to this introductory view, the subsequent Lectures were mainly concerned with the English Law of personal property, and more especially with that part of it relating to commerce and navigation. A knowledge of this branch was well calculated to attract the attention of the Native Students, as it is not only most interesting in itself, but exercises a powerful influence over the pursuits of the native community in Calcutta.

"A connected view of the Mercantile Law, which is derived from so many sources, and by which property is so variously affected, naturally embraced rather a wide field of investigation including the leading principles of the Law of Partnership, of Principal and Agent of Shipping and Insurance, as well as the Law relating to negotiable Instruments and other Contracts which the custom and convenience of Merchants has rendered familiar to the tribunals of most civilised nations."

"In England it is deemed the best plan to commence a legal Education with the study of the Law of real property, but in India it appeared to me that this order should be inverted, at all events with regard to the *English* Law of real property, which is peculiarly local in its character, and based on reasons which can only be deduced from a close research into the early history of the country. The Commercial Law is on the contrary for the most part founded on reasons of utility, which are more readily perceived and appreciated by the

mind, and it may also be said that so far from being of merely local influence, its principles are generally recognised among all nations."

"The punctual attendance of the Students at the Lectures, their manifest attention, and the interest they appeared to take in them, has afforded me the greatest satisfaction, and led me to believe that notwithstanding the novelty and difficulty of the subject, and the want of a proper supply of Books, they would be found at the termination of the course to have made as much progress as could have been anticipated under the circumstances."

"On the 20th and 21st of February last, an examination took place, and the result has fully answered these expectations. The papers were at my request submitted by the Council of Education to Sir Henry Seton, who kindly favored them with his opinion of the knowledge and ability displayed by the Students who had undergone examination."

"The three following Students of each College were selected as having acquitted themselves with the greatest credit.

HINDU COLLEGE.

Isserchunder Mitter. Jogeschunder Ghose.
Anundkissen Bose.

HOOGHLY COLLEGE.

Nowrutton Mullick. Gooroo Churn Doss.
Hurrymohun Chatterjee.

"The most distinguished was Isserchunder Mitter, to whom the Council of Education propose to award a Gold Medal. Several other Students appear to me deserving of great praise, and the examination generally has fully satisfied me with the success of this experiment, and I feel persuaded that the Students of the Hindu and Hooghly Colleges only require due encouragement to attain hereafter to a very considerable proficiency in these studies."

"It was the express wish of the Government that the Students of Fort William College should also attend the Lectures, and considering the necessity of some acquaintance with Law to those Members of the Civil Service, whose principal duties are of a legal and judicial character, I could not hesitate to further an object of such paramount importance by any means in my power. As however the attendance was at my request made *optional*, and as the Students

of Fort William have only a limited time allowed them for those studies which are *obligatory*, few, if any could reasonably have been expected to attend. A very strong sense of its importance could alone induce them to undertake so difficult a pursuit, in addition to their other labors. Messrs. Cust and Saunders have, however, attended regularly, as well as Messrs. Mactier and Strachey during the time they were in Calcutta. With reference however to the wishes of the Government, so strongly expressed on this point, I submit that a knowledge of Law being admitted to be of such consequence to a large portion of the Civil Servants, it is for the Government to consider whether more decided measures should not be entertained with a view to the continuance here of those legal Studies which are so properly commenced at Hayleybury College."

"Many other persons have expressed a desire at different times to be present at the Lectures, but it has been thought prudent to confine them entirely to the Students, in order that their benefit might be alone regarded, both as to the selection of the matter and the best method of treating it. I have not therefore allowed myself to be diverted from the original purpose of the Lectures, by any desire to make them popular to other persons, or by any object of an incompatible description."

"What the Students chiefly require, is a good Law Library for reference, and adequate Text Books for their private use, and from the well known liberality of many leading Members of the Native Community, I should hope these are wants which will not long continue to be felt. I mention the *Native* Community, because it is on their account alone that these Lectures have been instituted, and judging from the conversation I have had with several of them, there is no reason to doubt their cordial assistance and co-operation in this undertaking. They seem aware of the great value and importance of such pursuits to the rising generation, and to feel that they are deserving of encouragement, not merely as an intellectual exercise and accomplishment, but as opening a new and profitable field for their energies and abilities. It cannot indeed be objected to Legal Studies, that they have no other tendency than to puff up those who follow them with ridiculous aspirations or exaggerated notions of their own superiority. In my opinion such an objection never can be with justice alleged, against any well directed system of Education, which although it may have nothing for its object beyond the improvement of the mind, is nevertheless of inestimable value. The acquisition of knowledge for its own sake is a positive

good of the most unequivocal description. That kind of self respect, which has been called the main spring of all virtue, it may engender, but it must be a strangely perverted system, indeed, which should produce only vain philosophers, discontented politicians, and conceited men of letters. But even if this objection were tenable in some cases, it is wholly inapplicable here. Jurisprudence is a study which calls forth the highest powers of the mind, the judgment, and the moral sense, as well as the memory and inventive faculties. It is moreover of great practical utility. There is no reason why it should not be pursued as a profession by the Native Community, with the same advantage as the Science of Medicine, which has proved in every respect so great a blessing to this country. They are variously employed as Deputy Collectors, Moonsiffs, Sudder Ameens, Pundits and Vakeels in the Native Courts, and could not fail to execute their functions more efficiently, if they had some acquaintance with the principles of Law. They might also fairly expect to participate in the practice of the Supreme Court itself, which is quite as frequently employed in adjudicating on their rights and properties, as on those of any other class of Her Majesty's subjects."

At the request of Mr. Lyall, the Hon'ble Sir H. Seton, one of the Judges of the Supreme Court, kindly undertook to examine the answers of the candidates as mentioned above, and reported to us, that "the result of the examination, particularly with reference to the novelty of the subject and the necessarily limited means possessed by the Students of acquiring information respecting it, was highly creditable to them, and that the examination of *Isserchunder Mitter*, of the Hindu College, appeared to be of the greatest merit."

In consequence of the above, a Gold Medal has been awarded to Isserchunder Mitter, and a certificate of creditable proficiency to Nowrutton Mullick of the College of Mahomed Mohsin at Hooghly.

The Lectures are now delivered at the Hindu College, and we have already brought to your notice our opinion respecting the attendance of the Students of the College of Fort William, which we respectfully deemed likely to be attended with great advantage to those gentlemen, as nothing is more absolutely necessary for the proper and efficient administration of justice to the natives of this country than an extended knowledge of the general principles of Jurisprudence, with their special applications to the Regulations, and the Acts of the Supreme Government of India, as well as the Hindu and Mohamudan Laws.

The Law examination questions and the answers of Isserchunder Mitter to whom the Gold Medal was awarded, will found in Appendix A.

Scholarship Examition.

6. In August 1843, our Secretary was directed to draw up a Special Report respecting the system of conducting and reporting upon examinations which had obtained up to that time, as the diminished number of the Council rendered it inconvenient for the Members of that body, to devote the amount of time required, for the due and efficient discharge of one of the most important duties connected with education.

The following extract from the Report referred to, will exhibit the changes proposed, which were approved by Government, and carried into effect.

"During the early years of the existence of the late General Committee of Public Instruction, the duty of conducting the public examinations of the Schools and Colleges under the immediate controul and superintendence of that body, devolved upon the Secretary, and the results were detailed in special Reports furnished by that Officer. This continued in force until July 1836, when Mr. J. C. C. Sutherland, the Secretary for the time being, proposed a change in the system, from the increasing and heavy amount of his duties preventing his performing that of Examiner with the degree of efficiency required. He submitted two propositions to the Committee, that a paid Examiner should be appointed, or that the duty should be distributed among the Members composing the Committee. The latter plan was adopted and approved by Messrs. T. B. Macaulay, Trevelyan, Young, Cameron, Shakespear, Sir Ed. Ryan, Sir Benjamin Malkin, and Captain R. J. H. Birch.

The only modification since introduced has been in the preparation of written questions for Scholarship examinations, which are transmitted to every College to be opened and answered on a fixed day, in order to prevent the possibility of intercommunication or collusion.

The Council now beg to propose that the examinations for Junior Scholarships shall be conducted, and the papers entirely examined and reported on by Messrs. Sutherland and Kerr, Principals of the College of Mahomed Mohsin and the Hindu College; and that while the Students at the Hindu and Sanscrit Colleges as well as the Calcutta Madrussa are answering the questions a Member of the Council shall assist with his presence, the duty devolving upon the Members in rotation; and that the same duty shall be performed at the Hooghly College by the Secretary to the Council.

With respect to the Senior Scholarship Students, the Council determined that the papers should be examined and classified by Messrs. Sutherland and Kerr, and the results reported to the Council, and that they should, in addition, select the most advanced and proficient candidates for further examination before the Council, specially convened for that purpose. That with a view to determine the amount of ready information possessed by each of the superior and selected pupils, a fixed number of *viva voce* questions should be asked upon the subjects of the written examinations, and replied to by each pupil separately; the results being duly registered, for the purpose of enabling the Council to determine to whom the Scholarships should be awarded

The general examination of the Classes in the English Departments, and the special examinations of holders of Scholarships to test that they have made the reasonable progress required to entitle them to retain the same, are to be conducted by the appointed Examiners, and the results reported to the Council."

Scholarships.

7. In other respects the examination for Scholarships was conducted upon the plan mentioned in para. 74 of the Report for 1840-41 and 1841-42, with the exception of the questions being printed, with every precaution to prevent their publicity, instead of being lithographed in the Secretary's Office, as obtained upon the occasion referred to.

The questions will be found in Appendix B, and were drawn up by the following Gentlemen, some of them not connected with the Council, who kindly undertook the task at their request.

SENIOR SCHOLARSHIPS.

Literature,.....	The Hon'ble C. H. Cameron.
History,.....	The Hon'ble Sir H. Seton.
Mathematics,.....	Revd. J. McQueen.
Natural Philosophy, ...	Dr. Mouat.

JUNIOR SCHOLARSHIPS.

Grammar, ...	The Hon'ble F. Millett.
History,.....	Dr. Mouat.
Geography, ...	Ditto.
Oriental Translations, ...	J. C. C. Sutherland.

ORIENTAL DEPARTMENTS.

Major J. W. J. Ouseley. Captain G. T. Marshall.
J. C. C. Sutherland, Esq.

Special Scholarship Examination.

8. The Special Examination of selected candidates, was held in the Hindu College, on Friday the 22d of December, by the Hon'ble President, the Hon'ble F. Millett, and Dr. Mouat, and of this as well as the general results of the other Scholarship ordeals, the details will be found in the special Report of each College. We will only observe here, that there was a very satisfactory agreement between the results of the *vivâ voce*, and of the written examinations.

Vernacular Class Books.

9. With respect to the preparation of Vernacular Class Books, no steps have been taken by us, since the publication of our last Annual Report, as the matter has been removed from our controul and superintendence by your Honor, and transferred to the Government of Bengal.

Apparatus.

10. We have received private information from the Right Hon'ble Sir Edward Ryan, that the apparatus referred to in para. 30 of our last Report will be selected by himself, in communication with Sir John Herschell and Professor Babbage, and transmitted for the use of our Colleges with the least possible delay.

Normal School.

11. The building adjoining the Hindu College, designed for a Normal School, is nearly completed, but we regret that we have not yet been able to furnish the Scheme refered to in para. 23 of our last Report, quoted in the margin* for readier reference.

Our Secretary is now engaged in drawing up a plan upon the subject, but much inconvenience has been experienced from the absence of the published European works of reference mentioned in para. 77 of the same Report, vizt.

Reports of the Select Committee of the House of Commons on the state of Education in England and Wales from 1834 to 1838.

* " We are not at present however in possession of sufficiently detailed and specific information as to the exact method in which it would be most adviseable to organize and conduct a Normal School, of the nature and for the objects required ; but as the subject is one of great interest and importance, it shall receive our earliest and best attention, when furnished with the necessary documents from Europe regarding the systems of primary instruction adopted in Prussia and Switzerland, with the modification of them that has been more recently introduced and followed in England. By means of these we hope to be able to suggest a plan especially adopted to the peculiar state and wants of Education in this country.

Cousin's Report to the French Government on Education in Prussia.

Ditto ditto in Holland.

Hudson's Account of Dutch and German Schools.

Quarterly Journal of Education.

Conduct of Principals, &c.

12. With the Principals of the College of Mahomed Mohsin and the Hindu College we have every reason to be satisfied, and have much pleasure in recording our high sense of the valuable services of Messrs. Sutherland and Kerr, whose ability and zeal in the discharge of their responsible duties, and eminent acquirements, have been of continued service to the Institutions under their controul and management.

From the Hindu College Management, the Council of the Medical College and the Secretary to the Mudrissa, we continue to receive every assistance in the discharge of our duties, and during our periodical, as well as unexpected visitations, the state of those Institutions, with the exception of the English department of the Calcutta Madrussa, has been found to be generally satisfactory, and reflecting much credit upon the Officers immediately in charge. All details respecting each of them will be found in their Special Reports.

Prince Governor of Azerbeejan.

13. The Books referred to in para. 78 of our last Report, have been forwarded to His Royal Highness the Prince Governor of Azerbeejan through the Government of India. For their selection we were indebted to the kindness of our late Colleague Mr. J. C. C. Sutherland, Major J. W. J. Ouseley and Captain G. T. Marshall.

Books from Egypt.

14. In para. 79 of our last Report, it was mentioned that certain Arabic works printed at Cairo, were shortly expected for the use of the Oriental Colleges under our controul. These reached us in July last, and consisted of the following works:

Pathology, by Mahomed Herawee. Treatise on descriptive Geometry, by Mahomed Bagumi. Geography, by Leich Ruffeah Bedmoe. Biography of Celebrated Philosophers. Physio Abiégé de l'Histoire Ancienne, Physical Geography Traite d'Agriculture, Tables des Logarithmes, Geometrie de Legendre, Legigne de Darmarsais, Hygiene, Algebra.

The late Mr. Sutherland undertook to examine and report upon them for our information and guidance, but his death

having prevented the execution of this design, the task has been kindly undertaken by Dr. Aloys Sprenger, an Arabic Scholar of some repute in Europe, who has recently arrived in this country in the Medical Service of the Hon'ble East India Company.

Boutros' Principles of Legislation.

51. Mr. Boutros, Principal of the Delhie College, having compiled from the works of Bentham and Dumont, an elementary treatise on the Principles of Legislation, forwarded it to us, for introduction as a class book into our Colleges, should it be approved of. It was accordingly carefully examined by the Hon'ble Mr. Cameron, who recommended it for the purpose, and copies have been supplied for the use of the Senior Classes in the Hindu and Hooghly Colleges, and English Department of the Madrussa.

Employment of Scholarship Student.

16. In January last, the Government directed us to take in to our consideration and report our opinion as to whether any objections existed to such a modification of the present system, as would allow Senior Scholars in the Government Institutions to hold their Scholarships simultaneously with other employment, subject to the prescribed annual examination.

The following extract from the Government letter, exhibits the reasons assigned for, as well as the cause of, the reference.

"It is not clear that any precise orders on this subject have ever been passed either by the Government or the late General Committee of Public Instruction, and though the acceptance of employment has been commonly held to vacate a Scholarship, yet the expediency of this practice in regard to Senior Scholarships appears to His Honor deserving of careful deliberation and whatever be the result arrived at, it may be at all events advisable to lay down a definite Rule for the future."

"By the Rules in force Senior Scholarships are tenable for six years, subject to an annual examination for the purpose of testing whether the incumbents have or have not made during the preceding year a reasonable progress in their studies. What the requisite degree of comparative proficiency may be, has never been and perhaps could not easily be defined, and is properly left to the discretion of the Examiners, but it may be a subject of reasonable question how far it is advantageous to the Scholar or to the public, that he should be obliged to acquire that proficiency by a constant attendance at the School or College, rather than by a partial attendance, or even by prosecuting his studies whenever it may be most convenient for him to do so."

"So long as a Senior Scholar is enabled to prove at the Annual Examination that his studies have not been neglected, and that he has made during the year sufficient progress to enable him to retain his Scholarship, it would appear to be of at least equal advantage, that the rest of his time should be devoted to active employment without, rather than to inaction within, the walls of the College; and if he fails to evince the necessary progress, the argument would still more forcibly apply, for the Rules prescribe no intermediate test, and as they contain nothing to prevent a Scholar from spending a whole year after the examination in doing nothing, why, it might be asked, should they be held to prevent him from spending the same interval in useful and profitable pursuits. The result at the ensuing examination would probably not be less favorable in the latter case."

"It frequently happens, as the Council must be aware, that the Junior Masters of the Government Schools are obliged by sickness or other causes to be temporarily absent on leave from their duties. Their places could on these occasions be most readily and fitly supplied from among the most succesful Students of the Colleges, who would, while so employed, be acquiring experience most useful to them and to the public in the profession of teaching, to which they are, in many cases, eventually to belong. But no Scholar will give up a stipend which he knows he can with ordinary exertion retain for a certain number of years, for a salary of slightly greater amount, which in all probability he will not be able to retain for as many months. It is, therefore, necessary to look to an inferior class of Students for filling up temporary vacancies, as well as those permanent teacherships, of which the salaries are not higher than the stipends of Senior Scholars."

"A case of this description has very recently occurred, and has given rise to the present reference."

We reported, that as Scholarships were instituted for the express purpose of enabling Students to devote themselves entirely to literary pursuits, and thereby attaining a higher standard of acquirement than they could or would otherwise do, it was feared that the application of Scholars to other subjects would tend in a great measure to defeat the object for which their Scholarships were bestowed. At the same time, we were of opinion, that the Rule might be relaxed without injury, in the case of Scholarship holders performing the duties of Junior Masters in the Institutions to which they belonged: the more especially as these would always be only acting appointments, and for a limited period. In all other

respects, it was deemed desirable to adhere strictly to the regulations now in force.

Hooghly College Visitation.

17. In August, our Secretary was directed specially to visit and report upon the state of the College of Mahomed Mohsin at Hooghly, and its branch Institution. An Abstract of the Visitor's remarks will be found in the Special Report of the College to which they refer. In consequence of the state in which the Oriental Department was found, it was deemed advisable to introduce a plan for greater regularity and duration of attendance, as well as a graduated system of study. Upon the recommendation of the Head Mouluvees the following Scheme was adopted experimentally by the Council, and the Principal of the College has been directed to forward a Special Report of the results of its introduction, when it shall have been in force a sufficient length of time to enable him to judge of its effects.

Specification of Books for the classes in regular gradation.

1*st Grade, Soonnee Law.*	1*st Grade, Shia Law.*
Hidayah, Touzeeh, Tulmeeh, Moosullum and Dair.	Mafateeh Shurhi Loom Sharaya, Zubdatool-Usool Maalun-ooloosool.

BOOKS.

1st Grade, common to both Soonnee and Shia Head Mouluvees.

Sudea, Shumsbazgah, Shurah Chughuminee, Mootnubbee, Qazee Moobaruck, Mootoul, Hindoollah, Tareekh Tymooree, Mybizee Qoothee, Zahidya.

2nd Grade, Books common to two Mouluvees.

Ashbah, Soolum, Mookhtasaremanee Qoothee Narool Anwar, Sharh Viqaya Tuhreer, Ooqlidis, Kholasatoolhisab, Tymooree Traez.

Books to be taught by the two Mouluvees of the 3rd Grade.

Qualuqool Shurhi, Tuhzeeb, Shurhi, Waqaya Nooroolanwar, Nafatoolyaman, Nimut Khan Ali, Zoohooree, Qusayied, Oarfier.

Books to be taught by the four Mouluvees of the 4th Grade.

Ajaeb ul oojab, Mirzan, Munteg, Shurah Moolla, Hidayet-ul noho, Hafiqa Toosool Akbary, Nufhutool yaman, Bidaya, Clami Abassee, Hydayet ul Suruf, Akhowan ul Suffa Allamee, Asool Joomool, Tutimma Shurh Imal, Anwar Soheilee.

Books to be taught by the three Assistant Teachers.

Muzan, Moonshaub, Tusrief, Kholosutool-towareekh, Dastoorool, Sikunder Namah, Yewsufzelukha, Ghulistan, Boastan, Akhlay Mohsinee, Roushun Ali Nami Hag Pundnamah. The Alphabet.

Second Visitation in April.

18. In April last, a second visitation took place, partly in consquence of a riot which had occurred in the Oriental Department, when the Council directed the following address to be read to the Students in Hindoostanee, for the purpose of expelling those who were mentioned, and deterring others from banding together to interrupt the harmony and discipline of the Institution. Dr. Mouat reported that he assembled the Mouluvees and Scholars, and thus addressed them.

"The Council of Education have heard with much regret and unqualified disapprobation, that a disgraceful riot has occurred in the Oriental Department of this College, produced by direct and wilful disobedience of their orders, on the part of certain evil disposed and unworthy Students. It appears from the ample evidence which has been afforded to the Council, that several Students attempted to pass out of the College Gates before the proper time for doing so had arrived, and on being prevented by the Durwan they afterwards united with others, in considerable numbers, and assaulted the man in a cowardly, unmanly, and highly insubordinate manner, being neither checked by the active remonstrances of Mouluvee Akber Sha, nor the passive presence of the other Mouluvees, for whose position no proper respect or deference was exhibited.

"The Council cannot deprecate in too strong terms such improper proceedings, and to show their firm determination to check and crush all insubordination and disobedience of their orders, have authorized me publickly to expel those who have been convicted of taking part in this transaction, viz.

Ghoolam Mahboob,
Faizelut Hossen,
Athar Ali,
Syud Abdoollah,
Sheik Abdoollah,
Syud Aman Ullah,
Mahomed Hossein Kermani,
Ahmedhi,
Hyder Alee,

as utterly unworthy to remain longer within the walls of this College, which they would disgrace by their presence. A

similar punishment will be hereafter inflicted upon any others who may be convicted of being implicated in this or any similar riotous and unscholar-like proceeding. To Mouluvee Akber Sha, I am directed by the Council to return their best thanks and to express their high approbation of his proper and spirited interposition in favor of the Durwan who was illegally assaulted in the faithful discharge of the duties entrusted to him. With respect to Meer Mohomed, and the remaining Moulvees, the Council regret that they cannot approve of their conduct upon the occasion, in having passively witnessed so discreditable a proceeding, without exerting at once their authority in repressing it, and assisting Mouluvee Akber Sha. The duty of the Teachers in every Institution, is not only to instruct the classes entrusted to their care, but to exercise a moral controul over the pupils, and assist the Heads of the Establishment in maintaining strict order and discipline. The Council trust they will never again have to complain of any hesitation or want of proper spirit, in the due and efficient discharge of *all* their duties, on the part of the Mouluvees in this Madrussa."

"In conclusion I am ordered by the Council distinctly to declare, that they will never hesitate to punish every dereliction from duty, and support the authority of the Mouluvees and Principal in maintaining good order and discipline, and that they will use every means in their power to procure the punishment of all who are found to encourage the Students of this Madrussa, in resisting their authority and controul."

New Scholarship Regulations.

19. The Scholarship Rules heretofore in operation, and contained in pp. ccvi. to ccxi. of the Report of the late General Committee of Public Instruction for 1839-40, having been found in many respects unsuited to the present state of our Institutions, and generally too indefinite, we have drawn up in communication with Mr. Beadon, Under Secretary to the Government of Bengal, and Messrs. Sutherland, Ireland and Kerr, a complete and new Code of Regulations upon the subject, applicable to the Mofussil Institutions, as well as to those under our immediate controul, which is at present under consideration, and will be submitted at an early period for your Honor's approval. Our best attention has been directed to the framing of such Rules, as shall provide against many of the difficulties inseparable from every system of examination, as well as raise gradually the standard of knowledge, acquired by the pupils in our Colleges.

In connection with this subject, we directed the Principals of our Colleges to introduce into their Senior Classes, the

systematic writing of Themes and Essays as a distinct branch of study for all pupils who are Candidates for Senior Scholarships, upon the following plan, viz. That a fixed period for writing and presenting Essays be adopted, so as to interfere as little as possible with the other studies of the Students, that the subjects selected be such as will tend to exercise the mind of the Students in reasoning generally, as well as enable them to acquire a pure style of composition, and that a few of the best Essays be occasionally forwarded to the Council for their perusal, and to enable them to judge of the degree of attention bestowed upon the subject, as well as the progress of the pupils. The Themes are intended to be prepared at their own houses by the Students, with free reference to all accessible authorities, so that when called upon to compose an Essay in the Scholarship Examination, they may be prepared to do so with a knowledge of the best mode of treating any subject generally, with order, method, and perspicuity.

Vernacular Studies.

20. Our attention has been specially directed during the past year to the state of Vernacular Studies in our Schools, particularly as respects the causes of the decline of the Patshala. These were found to arise from the daily decreasing demand for Vernacular information in Calcutta and its vicinity, the raising of the fees for studying in the Patshala, and the withholding of admissions to the Hindoo College at a more advanced age than our Rules permit of, to the most proficient pupils of the Bengalee School. With a view to obviate some of these difficulties, and at the same time give the greatest possible amount of encouragement to Vernacular Studies consistent with the present general system of Education pursued in our institutions, we called for Reports from the Hindoo College Management, and the Principal of the College of Mahomed Mohsin.

The primary objects contemplated in the establishment of the Patshala were to "provide a system of National Education, and to instruct Hindoo youths in Literature, and in the Sciences of India and of Europe, through the medium of the Bengalee Language." To carry out these objects, the School was placed under the controul and direction of the Hindoo College Management. When the School began to decline, with a view to raise its importance in the estimation of the native community, an application was addressed by the Management to the Council of Education, to relax the 37th

No boy whose age exceeds eight years, shall be admitted, unless he can read correctly and with a good pronunciation the 2d Number of the English Reader of the School Book Society.

Rule (quoted in the margin, for readier reference,) but the Council would not sanction the proposal, as it was never contemplated that the Patshala should form a stepping stone to the College, with exclusive privileges contrary to General Rules: besides which, the very different designs of the two institutions, rendered such a proceeding incompatible with the professed objects of either.

The Management reiterated their proposal, on the grounds that the system of Vernacular tuition pursued in the Patshala required at least five years to make tolerable progress, *that no Native of Calcutta would consent to give his Children Vernacular, to the detriment of English Education,* that under the operation of the 37th Rule, a boy educated in the Patshala, allowing time to make reasonable progress, was not admissible to any of the Government English Schools, that the middle and lower classes of Native Society were hardly sensible of the importance of a superior system of Vernacular Education at a higher rate than that charged in the indigenous Village Schools, and that consequently unless specific inducements were held out, they would not send their children to the Patshala. The inducement proposed, was the modification of the Rule above quoted, substituting 10 years for 8, and the bestowal of five free admissions to the Hindoo College, as prizes to the most successful Students. Unless this were done, it was reported that the Institution would cease to exist.

Our opinions upon the matter remained unchanged, but to encourage the acquisition of a good Vernacular Education, we called for information as to the actual amount of Vernacular knowledge now generally possessed by Candidates for admission to the English Departments of the Hindoo and Hooghly Colleges, for the purpose of elevating, if necessary, the standard of Bengalee acquirement, at the limitations of age at which applicants are now admitted, in conformity with our Regulations. Our late Colleague, Mr. J. C. C. Sutherland, together with Baboo Prosoono Coomar Tagore, reported as follows:

"In pursuance of the Resolutions of the Managing Committee, we attended at the College to investigate the attainments of the younger eléves of the Institution in their Vernacular tongue."

"We examined six boys of the lower School, all of whom, except one, had been recently admitted, and with the exception

of that one, their ages are those of 7 or 8 years. The age of the other boy alluded to is 8 years, and he belonged to the 1st Division of the 4th Class."

"We also examined three pupils of the Patshala, the age of each of whom is 8 years: some of them had been two years attached to the Institution."

"The attainments of the examined boys of the Hindoo College in Bengalee were very indifferent. The younger read with much difficulty passages from Æsop's Fables in Bengalee, composed in an easy style. The lad, aged 12 years, was also an indifferent Bengalee Scholar. On the other hand the examined boys of the Patshala read with fluency and explained with accuracy, and appeared to be well grounded in Grammar as far as they had read."

"It thus appears that the Bengalee instructions received by children in the houses of their fathers, is very limited and indifferent."

"We are of opinion also, that the system of Bengalee instruction in the Hindoo College is imperfect. The Teachers complain of want of Class Books, a complaint which ought to have been before made and remedied."

"We recommend that in the Junior Department, the time devoted to writing and reading Bengalee, be increased."

"With the exception of a Bengalee Dictionary, we believe Class Books can be procured, and it only wants the encouragement of the Council of Education to supply the want of a Dictionary. We understand that such a work has been compiled by Gopal-loll Mittre and that competent Native judges have approved of it."

"We also recommend that the Bengalee Teachers, whose classes are ill taught, after warning, be removed. The diligent Teacher may be encouraged by increase of Salary."

"We recommend that no Candidate, whose age is that of 8 years or more, be admitted in the College unless he can fluently read the Nithi Kotha, or Æsop's Fables, and write from a copy."

This Report was not adopted by us, because the standard already fixed by the Rules of the Hindoo College is higher than that recommended. We however increased the time allowed for studying Bengalee, directed the necessary Text Books to be supplied, and a more strict surveillance to be exercised over the Pundits, in order that any found guilty of inattention or neglect of duty, should be at once dismissed. In addition to this, to compel our pupils not only to keep up their Bengalee studies, but to advance to a higher stage than they have yet attained, we have in our new Rules determined,

that every Candidate for a Senior Scholarship shall write an Essay in Bengalee, upon some subject which will oblige him to convey European information through a Vernacular medium. These measures will, we trust, prove adequate, to arrest the growing neglect in this City of Vernacular studies.

In the College of Mohamed Mohsin, the state of the Bengalee classes was found to be perfectly satisfactory, and no change of standard required.

Calcutta Madrussa.

21. In the English Department of the Calcutta Madrussa we have, under the Orders of Government, effected several important changes, the details of which will be found in the Special Report of that Institution.

The dismissal of Mr. G. W. Bagley, the late 2nd Master, for inefficiency and gross neglect of duty, together with the other means adopted for stimulating the Mohamedan pupils to the acquisition of a sound English education, will, it is hoped, meet with a greater degree of success than we have heretofore succeeded in obtaining. We have not yet been able to overcome the prejudices of the higher classes of Mussulmans to European knowledge, the causes of their opposition to which, are too well known to need repetition here. One of the chief drawbacks to their entering our English class, is the Rule which precludes their admission after the age of 8 years, unless they possess a certain amount of information, which none of them acquire at that early period. The children of the higher classes of Moslems, seldom leave the parental roof before the age of 10 years, and their parents are unwilling to allow them in public institutions, to associate in the same classes, with those of inferior rank. These circumstances have been represented to us by Hafiz Ahmed Kubeer, and their accuracy is coincided in by the other Mouluvees of the Madrussa. We shall therefore direct our best attention to the subject, upon the appointment of a permanent successor to Major Ouseley.

Rules for leave, &c.

22. A new Code of Regulations for leave of absence and travelling and acting allowances to Principals and others employed in the Education Service, have been forwarded by Government to us, and adopted in the Institutions under our charge.

Messrs. R. N. Cust and Seton Karr.

23. During the past year Messrs. R. N. Cust and Seton Karr, of the Bengal Civil Service, presented certain sums of money to be bestowed as prizes to the Students of the Sanscrit and Hindoo Colleges, in the manner detailed in the Special Reports of those Institutions. Our best thanks

were returned to those Gentlemen for their liberal encouragement of education, and we were directed in addition to communicate to them the satisfaction with which your Honor witnessed on the part of two of the most distinguished Students in the College of Fort William, a disposition to advance the cause of Native education, which reflected the highest credit on themselves, and afforded the most gratifying evidence that their minds were already imbued with a just sense of the obligation imposed upon them, of promoting to the utmost of their power, the happiness and welfare of the people.

Having thus concluded our general introductory remarks, we proceed to lay before your Honor, the Special Reports of the various Institutions under our Management, arranged as on previous occasions, and exhibiting an Abstract of the Proceedings of the year.

Hindoo College.

24. 28TH YEAR.

Managing Committee on the 30th April 1844.

The Hon'ble C. H. Cameron, ...	President
Maharaja Mahatab Chunder, Bahadoor,...	Member & Hereditary Governer.
Baboo Prosonno Coomar Tagore, ...	Ditto ditto.
The Hon'ble F. Millett, ...	Member.
F. J. Mouat, Esq., ...	Ditto.
Baboo Radhamadub Banerjee, ...	Ditto.
Rajah Radhakant Behadoor, ...	Ditto.
Baboo Ram Comul Sen, ...	Ditto.
„ Sree Kissen Singh, ...	Ditto.
„ Dwarkanath Tagore, ...	Ditto.
„ Russomoy Dutt, ...	Ditto and Secy.

Establishment on the 30th April 1844.

Mr. J. Kerr, M.A., ...	Principal.
Mr. V. L. Rees, ...	Professor of Mathematics.
Mr. J. Rowe, ...	Professor of Surveying.

Senior Department.

Mr. G. Lewis (Mr. Halford Acting),.....	Head Master.
Mr. R. H. Halford, (Mr. Brennan Acting,)	2d ditto.
Mr. R. Hand, Junr., ...	3d ditto.
Baboo Ram Chunder Mitter,.....	4th ditto.
Pitumber Bhuttacharjea, ...	1st Pundit.
Ramnarayen ditto, ...	2d ditto.

Junior Department.

Mr. R. Jones, ...	Head Master.
Mr T. Sturgeon, ...	2d ditto.
Baboo Iswer Chunder Saha, ...	3d ditto.
„ Ram Tonoo Lahory, ...	4th ditto.
„ Horo Chunder Dutt, ...	5th ditto.
„ Gopee Kissen Mitter, ...	6th ditto.
„ Bissonath Sing, ...	7th ditto.
„ Coylas Chunder Bose.....	8th ditto.
Mr. A. Guise, ...	9th ditto.
Brij Joy Gopal Set,.....	10th ditto.
„ Sreenath Bose,.....	11th ditto.
„ Horo Sunker Doss, ...	12th ditto.
Juggomohun Bhattacharjea, ...	1st Pundit.
Callydoss Bhattacharjea, ...	2d ditto.
Gouri Churn ditto, ...	3d ditto.
Luckhinarayen ditto, ...	4th ditto.
Bacharam Goopto, ...	5th ditto.

Establishment of the Patshala on the 30*th April* 1844.

Baboo Khetromohun Dutt, ...	Supt.
Rommanath Surmono, ...	1st Teacher.
Horonath Nyarutton, ...	2d ditto.
Nemy Churn Dey, ...	3d ditto.
Bissonath Goopto, ...	4th ditto.
Soorjokanth Surmono, ...	5th ditto.
Treporary Goopto, ...	6th ditto.
Benymadub Dass, ...	7th ditto.

Establishment of the School Society's School, on the 30*th April,* 1844.

Baboo Radamadub Dey,.....	Head Master.
„ Greesh Chunder Dey, ...	2d ditto.

Baboo Saroda Persad Biswas, ...	3d	Master.
„ Tarac Chundro Ghose, ...	4th	ditto.
„ Benylall Mittro, ...	5th	ditto.
„ Mudhusudon Mullic, ...	6th	ditto.
„ Sreenath Ghose, ...	7th	ditto.
„ Brejolall Mittro, ...	8th	ditto.
„ Khetro Chunder Sicdar, ...	9th	ditto.
„ Radhicapersad Goopto, ...	10th	ditto.
„ Sreenath Dutt, ...	11th	ditto.
„ Muttellall Mittro	12th	ditto.
„ Oma Churn Banerjea, ...	13th	ditto.
„ Khetro Chundro Dhara, ...	14th	ditto.
„ Gopal Chundro Ghose, ...	Supernumerary Mr.	
„ Gopal Chunder Ghose, ...	Librarian.	

25. Since the publication of the last Annual Report, the following changes have taken place in the Instructive Establishment of the College, viz.

Captain D. L. Richardson, the Principal, resigned on the 19th April, 1843, and has proceeded to Europe.

Mr. J. Kerr, M. A., the late Head Master of the Senior Department, was promoted to the situation of the Principal on the same date.

Mr. G. Lewis, late Head Master of the Allahabad School, was appointed Head Master of the Senior Department on the 1st September last.

Mr. E. Lodge, the Professor of Political Economy, having been appointed Principal of the Agra College, his place in this Institution remains vacant; and with the last mentioned exception, the Instructive Establisment is complete and efficient.

26. The construction of the two new buildings, or Lecture Rooms, is in a state of forwardness. The Estimate of the cost sanctioned by Government, amounts to

Co.'s Rs. 19,597 15 10

Funds on hand and advance to the Civil Architect, amount to 18,700 14 10

Unprovided for, ... Co.'s Rs. 897 1 0

Exclusive of the additional Estimates for erecting two covered passages for easier communication between the old and the new buildings, ... 491 0 8

And for digging the foundation deeper, in consequence of the

very bad ground on the Eastern range of the buildings, ...		65	0	0		
					556	0	8
Total unprovided for.....Co.'s Rs.					1,453	1	8

27. The Report of the Principal as to the regularity, cleanliness, and general conduct of the Students of the Senior Department, is as follows:—

"The boys in general behave well. In the book kept for the purpose of recording serious instances of misconduct, only ten names have been entered during the year; and of these, the greater part are entered for faults arising more from thoughtlessness than deliberate insubordination, or wilful neglect of duty. Some of the cases occurred during the absence of the Head Master. It rarely happens, as far as I have observed, that the Students when in the Class-room, under the eye of their Teacher, are otherwise than most obedient and attentive."

28. In the Junior Department the Head Master reports "the boys are in general clean and neatly attired. The general conduct of the Students during the past year has been very good."

It may be observed that no decrease has taken place in the Annual amount of Collection for Tuition, on the contrary the present year has a slight advantage over the past. The amount realized being in 1842-43—27,354-13-9, and in 1843-44—28,872-8-6.

In all the Classes the interrogative system is followed. In no other way, the Principal thinks, can the attention of the Students, more particularly of the younger classes, be effectually kept alive day after day, or so much knowledge be acquired in an equally short time. It is not however followed without deviation, so as to exclude every other method. As the Students advance to the higher classes they become more capable of deriving benefit from instruction conveyed in the form of lectures, and this method is in fact adopted to a considerable extent in the first class, in the subjects of Law, Political Economy, General Literature, and Mental Philosophy. The Principal is at present engaged in delivering a course of Lectures on the last of these subjects, treating it under the following heads—

1. Origin of our ideas.
2. Of Memory.
3. Imagination.
4. Reason.

5. Association of ideas.

6. The distinction between the affections and the intellectual faculties.

Up to this time he has gone over the first three heads, each requiring for its full exposition three or four Lectures, exclusive of revision by question and answer, which occupies several hours more.

29. On the last-mentioned subject, the Principal remarks, "During the absence of Principal Richardson on leave for four months, and the subsequent vacancy, for about the same period, in the office of Head Master, Messrs. Halford and Giblin, in particular, exerted themselves strenuously to support the efficiency of the Institution. I feel it to be due to Mr. Halford to take this opportunity of stating that his abilities, long service, and enthusiastic attachment to his profession, point him out as peculiarly deserving of promotion, when a suitable vacancy shall occur."

30. There is every reason to believe that the Institution continues to be held in the highest estimation by the Native community.

31. The conduct of the Scholarship holders is reported by the Principal to have been perfectly satisfactory.

32. The Scholarship and Annual General Examinations of the Senior Department, took place under the immediate superintendence of the undermentioned Gentlemen:—

For Senior Scholarships.

Literature,	superintended	by	The Hon'ble C. H. Cameron.
History,	„	„	J. C. C. Sutherland, Esq.
Geometry, Algebra, Trigonometry,	„	„	C. C. Egerton, Esq.
Natural Philosophy,	„		J. Kerr, Esq.
Essay,	„	„	The Hon'ble C. H. Cameron.

For Junior Scholarships.

Grammar,	superintended	by	C. C. Egerton, Esq.
History,	„	„	F. J. Halliday, Esq.
Geography,	„	„	Baboo Russomoy Dutt.
Arithmetic,	„	„	G. Lewis, Esq.
Translation,	„	„	J. C. C. Sutherland, Esq.

33. The Junior Department was examined by Messrs. J. Kerr and G. Lewis, the Principal and Head Master of this Institution.

The Scholarship Examination Papers were examined by Mr. J. Kerr, Principal of this Institution, and Mr. J. Sutherland, Principal of the Hooghly College, and they reported as follows:

"In this College, there were 61 candidates for Senior Scholarships, including the gainers of those awarded last year. Two have left the College, and the rest are entitled, on the principle then recognised, to a renewal of their tenure; having attained considerably above a third of the highest aggregate number assigned to the set of papers; so that, according to that rule, none are forfeited. Chundichurn Singh and Chundronath Moitree, as will be seen by reference to the numbers attained by them, have acquitted themselves least creditably of the holders of Senior Scholarships. This is owing, probably, to their not having regularly attended; one has been absent 67 days of the past year, when the College was open to study, or exclusive of all holidays, an absence for which he pleads sickness; Chundronath Moitree, 73 days, on leave, obtained from the Managing Committee.

"Although no Senior Scholarships are forfeited, unless the Council should otherwise decide, two have been vacated during the year. One of 30 Rupees a month by Gobindchunder Dutt, who has left College, and one by Nobinchunder Ghose, ditto ditto, of 12 Rupees a month.

"These, we would propose, subject to the decision of the Council, to award thus: To Juggodishnath Roy, that of 30 Rupees; to Issurchunder Mittre, that of 12 Rupees. The superiority of Juggodishnath Roy is so marked, and, under the circumstances, so very creditable, that we feel bound to bring it prominently before the Council.

"This youth is the holder of a Junior Scholarship, and yet he has attained a number that places him next to, and very nearly on a par with Pearychurn Sirkar, who is first among the Candidates for Senior Scholarships, and has held one for two years.

"Of the holders of the last year's Junior Scholarships, Bissumbhur Banerjea has not made the reasonable progress required, and therefore that assigned to him is forfeited. One Scholarship is vacant, and another will be vacated by Juggodishnath Roy's advancement to a Senior Scholarship, should the Council concur in our award; so that three will have to be filled up, of the value of eight Rupees each. These we propose to award to—1. Harogobind Sen, 2. Kedarnath Sen, 3. Callyprosunno Dutt, who have attained numbers considerably above the standard required."

The Hon'ble C. H. Cameron.
F. Millett, Esquire
F. J. Mouat, Esquire.

† 1. Juggodishnath Roy.
2. Issurchunder Mittro.
3. Kissubchunder Ghose.
4. Nobinchunder Paulit.
5. Nilmadub Mookerjea.
6. Shibchunder Dutt.
7. Shamachurn Bose.
8. Coylaschunder Mookerjea.

After a special examination, on the 22d December 1843, by the Members of the Council of Education, named in the margin,* of eight pupils named in the margin,† who attained the highest number in the Scholarship Examination, the Council of Education has awarded the appropriation of the vacant Scholarships as follows:

SENIOR SCHOLARSHIPS.

1. Rajnarayen Bose, holder of Senior Scholarship of 30 Rupees for 2 years, promoted to the one vacated by Pearychurn Sirkar of Rupees 40
2. Dinnobundoo Day, ditto ditto ditto by Madubchunder Rooder, Rupees 40
3. Juggodishnath Roy, holder of a Junior Scholarship, promoted to Senior Scholarship, vacated by Gobinchunder Dutt, Rupees 30
4. Issurchunder Mittro, vice Rajnarayen Bose, promoted, Rupees 30
5. Chundronath Moitree, holder of Senior Scholarship of 18 Rupees for 2 years promoted, vice Dinnobundhoo Dey, Rupees 30
6. Kessubchunder Ghose, (Gopeemohun Deb's) vice Chundronath Moitree, *promoted*, Rupees 18
7. Nobinchundro Paulit, (Joykissen Sing's) vacated by Nobinchundro Ghose, Rupees 12

Rs... 200

JUNIOR SCHOLARSHIPS.

1. Horogobindo Sean, vice Juggodishnath Roy promoted, Rupees 8
2. Kiddernath Sen, vacated by Rajendernath Mittro, Rupees 8
3. Callyprosunno Dutt, vice Bissumbhur Banerjea, failed to make reasonable progress, Rupees..... 8 24

Co.'s Rs... 224

so that all the Scholarships allotted to the Institution, continue to be filled.

34. Certificates under the printed Rules are to be given to the 4 Senior Scholarship holders, viz.—1. Pearychund Sircar, 2. Madhubchunder Rooder, 3. Govinchunder Dutt, 4. Nobinchunder Ghose, who have left the College.

35. On the examination of the Junior Department the Examiner's report: 1st class, Reading and explanation, very good; Grammar, generally correct: Geography, rather retrograding; Arithmetic, good: and "on the whole in a highly efficient state, creditable alike to the industry and intelligence of its immediate Teacher Mr. Hand, and to the able superintendence of the Head Master Mr. Jones."

Second class, 1st division, very creditable and "great equality of attainment; a result which reflects great credit on the system pursued by its Teacher Baboo Ramchunder Mittre."

Second class, 2d division, also very creditable, and "has been systematically well taught;" 3d division—A marked difference as regards progress between this and the 2d division, and pronunciation defective.

Third class, 1st division, satisfactory. The exertions of its Teacher, Issurchunder Saha, are spoken of favorably.

Second and 3d divisions, not systematically examined.

Fourth class—1st, 2d, 3d, and the 4th divisions, good, and in good training.

36. In Vernacular, the Students of the Junior Department were examined by Premchand Turkobagish and Ramgobindo Seeromony, Pundits of the Sanscrit College; and they report that the 3d and 4th classes have given more satisfaction than either the 1st or the 2d; that no Bengalee Class Book is used in either of the two last, and the boys are made to learn only by means of translations from the English works they read, a system which the Examiners recommend to be avoided, and the reading of suitable Class Books introduced. This has been remedied, and the 1st and 2d classes will receive, like the other classes, combined instruction in Vernacular, by means of translations and reading of Class Books.

37. The Library has during the year been encreased by the addition of several valuable works, among which are Whewell's History of the Inductive Sciences, and Sharon Turner's Sacred History of the World, the latter presented to the Library by the Hon'ble the Deputy Governor of Bengal.

38. With reference to the 39th para. of the letter from the General Committee of Public Instruction, No. 1035, dated 30th October, 1840, to Government, noted in the margin,* 22 students named in the margin,† offered themselves as candidates to be examined for

*39th We propose to award to the most deserving student who has made the greatest advancement

in general knowledge, during the year, from the use of the Library books, a Gold Medal to each College and a Silver Medal to each Preparatory School at the Annual Examination.

First Class.

†1. Samachurn Bose.
2. Kessubchundro Ghose.
3. Rajnarain Bose.
4. Isserchundro Doss.
5. Issurchunder Mittre.
6. Gopallall Roy.
7. Greshchunder Ghose.
8. Coylas Chunder Mokerjee.
9. Nobocoomar Singh.
10. Shibchundro Dutt.
11. Kessenchundro Ghose.
12. Chundronath Moitree.
13. Juggodishnath Roy.
14. Omeshchundro Bose.

Second Class.

15. Sreekissen Dutt.
16. Nundolall Day.
17. Hurrydass Dutt.
18. Obhoychurn Bose.
19. Greshchunder Bose.
20. Gungadhur Cormocar.
21. Dwarkanath Day.
22. Boikantnath Sen.

the Prize; but they have not been examined this year, in consequence of the candidates having expressed their wish not to be examined until after the Scholarship Examination had been concluded, when there was neither time to arrange the manner, or select the matter, required for such an ordeal.

39. Mr. Seton Karr, of the Civil Service, has forwarded a donation of fifty Rupees to be bestowed in a Prize or Prizes to one or more meritorious students of this Institution, at the discretion of the Council of Education. The Council has resolved to let the appropriation stand over until next year.

40. The finance of the Institution continues in a healthy condition, the collection of schooling enabling the Committee to meet the disbursements without drawing on Government to the full extent of the assignments allotted to the College.

PAUTSHALA.

41. The number of students on the roll in the month of September was 174, and on this day (30th December, 1843,) 185; average attendance from 1st October 1842 to 30th September 1843, 156. The Establishment has been proportionably reduced.

42. The students were examined by the two Pundits of the Sanscrit College, named above, and they remark that all the classes have acquitted themselves very satisfactorily, which indicates that the Teachers have diligently performed their duties during the past year.

SCHOOL SOCIETY'S SCHOOL.

43. There were on the roll of the School in the month of September 1843, 459 students, pay 153, and free 306; and on this date (30th December, 1843) pay 182, free 283, total

465; average attendance from 1st October 1842 to 30th September 1843, 397.

44. This School was examined in General Literature, &c. by Mr. Halford and Mr. Giblin, Second and Third Masters, Senior Department of the Hindoo College; and in Mathematics by Mr. Rees, Professor of Mathematics ditto.

45. Mr. Halford examined the 1st, 2nd, 3rd, 11th and 12th Classes, and reports,—"My examination of the 1st, 2nd and 3d Classes consisted of oral reading (for which I selected a passage from Irving's Sketch Book, and another from Thomson's Seasons) a set of dictated questions on the meaning and gramatical constructions of two other pieces, the one from Brougham's Miscellanies, and the other from Cowper's Poems, and a set of questions on History and Geography.

"The result was quite satisfactory to me, as respected the general intelligence of the Pupils; but the oral reading of most of them was very defective, and their hand-writing more slovenly than I expected to find it. A remarkable exception however. to these defects, requires particular comment. The papers given in by Sreenath Bose, a little boy of the 2nd Class, were models of neatness and correctness (especially when his standing is considered) both in regard to hand-writing and mode of expression; while his manner of reading was excellent though inanimate.

46. "In examining the two Junior Classes which fell to my share, I found their reading and spelling, apart from idiomatic faults of pronunciation, very fair, and was struck with the remarkable equality of the greater portion of boys in each of these classes."

47. Mr. Giblin examined the 4th, 5th, 6th, 7th, 8th, 9th, 10th, 13th and 14th Classes, and reports—"I examined the boys in reading with explanations in Geography, English Grammar and parsing, spelling, &c. as the enclosed papers shew; and in general, the replies were very satisfactory to myself, and creditable to both Teachers and Boys; much pains have evidently been taken with them. Their pronunciation in reading is somewhat deficient."

48. Mr. Rees examined the 1st, 2nd, and 3rd Classes in Mathematics, and reports—"I have much pleasure in reporting generally of the state of advancement in Mathematics.

"Knowing Baboos Radhamadub Dey and Saradapersad Biswas to be superior scholars in Mathematics, I proposed much more difficult questions than I should otherwise have done; but I was agreeably surprised when, on examining the papers, I found all the questions nearly and correctly answered not only by the first Class, but by many of the second.

"I regret my inability to give expression in the language it deserves of the merits of the two abovenamed Teachers."

49. With reference to the 94th para. of the Report for 1842-43, submitted to Government by the Council of Education (vide page 48 of the last Annual Report) on the subject of erecting a building for the School House on the ground belonging to the Hindoo College, the Government has agreed to advance 3,000 Rs for the purpose, to be repaid by monthly instalments of 50 Co.'s, Rs., provided private subscription to a similar amount could be raised. The private subscriptions up to this period amount to Co.'s Rs. 1,720, and the Managers have no hope of obtaining much more, if any,—so that it will be necessary to apply to Government for an encrease of advance to the amount of 4,000 or 4,500 Rs. re-payable as conditioned, in which the Managers anticipate no difficulty, out of the surplus schooling charges.

Law Lectures.

50. The Senior Students of the College have, during the past year, had the advantage of attending a course of Lectures on Law, delivered by the Advocate General once a week between the months of October 1843 and February 1844.

51. An examination of the Students of this Institution who attended these Lectures took place on the 19th and 20th February last. The answers to the questions were examined by Sir H. Seton, who adjudged the Prize of a Gold Medal to Issur Chunder Mittro.

Prize for Proficiency in Adam Smith's Moral Sentiments.

52. The Prizes for proficiency in Adam Smith's Moral Sentiments, given by the President of the Council of Education, were contended for at this Institution on the 11th March.

53. The answers to the questions were all written in the presence of the President without reference to books or other assistance.

54. The answers were examined by the President, and he awarded the Gold Medal to Annundkissen Bose, and the Silver Medal to Rajnarain Bose, whose papers will be found in Appendix C.

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55. SANSCRIT COLLEGE.

23D YEAR.

CONDUCTED BY THE COUNCIL OF EDUCATION.

Establishment on the 30th April 1844.

Russomoy Dutt, ...	Secretary.
Ramchandar Bidyabageesh, ...	Assistant ditto.

Haranath Tarkabhusen, ... (Gangadhar Tarkabageesh Acting,)	Professor 1st Grammar Class.
Gangadhar Tarkabageesh, ... (Prancrishna Bidyasagar Acting,) ...	Ditto 2d ditto.
Ramgovind Gosye, ...	Ditto 3d ditto.
Joy Gopal Tarkalankar, ...	Ditto Sahitya ditto.
Premchandar Tarkabageesh, ...	Ditto Alankar ditto.
Yogadhan Misra, ...	Ditto Jyotish ditto.
Joynarayan Tarkapanchanan, ...	Ditto Nyaya ditto.
Bharetchandar Seromoni, ...	Ditto Smrite ditto.

ENGLISH DEPARTMENT.

Russiclall Sen, ...	Head Master.
Syamacharn Sircar, ...	Second ditto.

OFFICE ESTABLISHMENT.

Ramdhone Gangooly, ...	English Writer.
Madhu Rao, ...	Librarian.
Narain Josee, ...	Devnagree Writer.
Ramraton Chatterjee, ...	Bengalli ditto.

56. The Instructive Establishment of the Institution is complete and efficient, with the single exception of the Class of Ancient Literature and History of the Hindoos, which was established last year on the abolition of the Vedant Class; but it not having succeeded so well as was expected, on the death of its Professor, Kumlakant, on the 8th October last, no successor to him has been yet appointed.

The number of Students on the roll this year amounts to more than the last, at present (31st December) there are in the Grammar classes:

1st.....	23	
2nd.....	25	
3rd.....	33	
		81
Sahitya class.....		24
Alankar class.		10
Nyaya class.....		9
Smriti class.....		19
Total,.....		140
Total on the roll on 30th September,.....		134
Average attendance between 1st October 1842 to 30th September, 1843,.....		89

In the English Department there are 75 Students on the roll at present, (31st December) and on the 30th September

last there were 69. The average attendance during the period abovementioned has been 55.

57. The three Grammar Classes were examined by the Assistant Secretary, Ramchunder Bidyabageesh, and the result is reported to be satisfactory. The Scholarship Examinations were conducted by Captain G. T. Marshall and the Assistant Secretary, and they report as follows:

"Of the candidates for Senior Scholarships, the first fourteen in the tabular list submitted are qualified, among these again, the acquirements of the first five on the list are of a distinguished character.

"Of the candidates for Junior Scholarships, the first fifteen on the list have in our opinion established their claims.

"With reference to the general performances of the Students examined by us on this occasion, we beg to state our opinion, that their acquirements are very satisfactory, and reflect credit on themselves and their teachers, and there is every reason to hope that this Institution, if favored with a share of attention and encouragement will, by the joint operation of its two departments, Sanscrit and English, turn out men eminently fitted to become connecting links between the European and the Hindoo, and worthy channels of conveying a correct knowledge of the Sciences, the Literature, and the Philosophy of the one to the other."

The Scholarships have been all taken up this year, with the exception of two of the Senior and one Junior Scholarship. One of the Junior Scholarships has been gained by an Out-student. A list of the names of the Scholarship-holders is annexed.

58. The English Department was examined by Mr. George Lewis, the Head Master of the Hindoo College.

The 1st Class was examined in History, Grammar, and Geography, and the Examiner reports—"I think both Master and Pupils deserve credit for having effected so much as has been done in so short a space of time."

Of the 2nd Class the Examiner reports—"The students are grown-up young men, and have only recently commenced the study of English. They attempted to explain in English what they read to me, and succeeded but indifferently. Their parsing was also unsatisfactory, nevertheless, I am fully aware, that more could not have been effected by the Master in the time, and under the circumstances referred to."

The circumstance alluded to by the Examiner is the difficulty of the Class Books, both in this and the 1st Class, which has been remedied.

Of the 3rd Class the Examiner remarks—"I observed with pleasure, that these were nearly all younger than the pupils of the Senior Classes."

"They read more correctly with reference to accent and pronunciation than those youths, but they were unable to give answers in English to the questions I put to them."

The studies of the 4th, 5th, and 6th Classes being merely elementary, the Examiner says—"they explained in the Bengalli with facility, what they read before me. These lads also pronounced what they read with considerable correctness."

And in conclusion, the Examiner remarks—"on the whole I am of opinion, that as much has been achieved by both the Teachers and Pupils of the English Department of the Sanscrit College, considering the very brief period of its existence, as could reasonably have been expected."

59. Mr. Cust, of the Civil Service, having been present at the examination of the Students of this Institution, was much pleased with their performances, and generously placed Rupees 102 in the hands of the Council of Education, to be distributed among the Pupils according to the undermentioned scheme, viz.

English 1st Class	No. 1.....	16	
„	No. 2.....	12	
2nd Class	No. 1.....	14	
„	No. 2.....	10	52
Best Sanscrit Essay.	.....	30	
Best Bengalli Essay	.....	20	50
	Rupees.....		102

Captain Marshall kindly offered to undertake the Special Examinations on the Sanscrit and Bengalli Essays, and it was Mr. Cust's wish, that the Prizes for English should be awarded according to the result of the examination by Mr. Lewis.

Captain Marshall examined 7 candidates on the 29th December, 1843, in Sanscrit Essay, and 10 candidates on the 2nd January, 1844, in Bengalli Essay; and awarded the Sanscrit Prize to Neelmadhub, and the Bengalli Prize to Srishchundur.

The English Prizes are awarded in accordance with the result of Mr. Lewis' examination—

1st Class	No. 1 to Dwarakanath.....	16	Rs.
„	No. 2 to Joygopal.....	12	„
2nd Class	No. 1 to Srischundur.....	14	„
„	No. 2 to Priyanath.....	10	„

60. On the 3rd January, 1844, Mr. J. C. C. Sutherland, Secretary to the Law Examination Committee, Sanscrit Department, held an examination of candidates for Law Diplomas, under Regulation XI. of 1826. Two Students (Biswanath and Ramchunder) and two ex-students (Sumboonath and Kalidas) underwent the examination. They were tried by a scheme of 10 questions. The answers of Biswanath were adjudged to have entitled him to a Diploma. There were 16 students on the Roll, of the Smriti Class, on the 31st December, 1843; but the reading of Biswanath and Ramchundur only entitled them to challenge examinations for Diplomas. In conclusion, the Examiner remarks—"It is expected, that next year the candidates will be more numerous."

61. . *List of the Scholarships awarded to the Students of the Government Sanscrit College*, 1844.

1.	Dinobundhu,	(promoted)	20	
2.	Srishchunder,	„	20	
				40
3.	Hurischunder,	„	15	
4.	Chundramohun,	„	15	
5.	Bholanath,	(retains)	15	
6.	Priyanath,	(promoted)	15	
7.	Mudhusudun,	„	15	
8.	Joygopal,		15	
9.	Kedurnath,		15	
10.	Kalicumar,		15	
				120
11.	Tarasunker,	(retains)	8	
12.	Judunath,	„	8	
13.	Brojomohun,	„	8	
14.	Kaliprusunna,	„	8	
15.	Janukeynath,	„	8	
19.	Hurinath,	„	8	
17.	Syamachurn,		8	
18.	Khetrolall,		8	
16.	Madhubchunder,		8	
20.	Jadubchunder,		8	
21.	Madhusudun,		8	
22.	Rambrama,		8	
23.	Ramgopal,		8	
24.	Ramcrishna,		8	
52.	Hullodhur, (out Student)		8	
				120
		Company's Rupees		280

62. The Hon'ble Mr. Bird was present at the distribution of prizes at the Hindoo and Sanscrit Colleges, and delivered the following speech:

"Although there is nothing particularly calling for remark in the operations of the past year, yet I do not like to break up this assembly without expressing generally my satisfaction at the result of those operations, and my warm and sincere acknowledgments to the Gentlemen under whose superintendence they have been conducted. I am quite sure that much good has been done, as much as under existing Rules and Regulations was practicable—and I am satisfied that under the able direction of the President, Mr. Cameron, whose services in the cause of Education as well as Government, I am happy to announce, has been secured for another lustrum, every thing will be done to render the Hindoo College what it should be—an Institution for promoting, in the utmost possible degree, the mental enlightenment, and the moral regeneration of the native youth of Bengal.

"In one particular connected with the operations of the past year, I am I confess a little disappointed—I mean in regard to Vernacular Education. In the *Patsala*, which was established expressly for this purpose, the Scholars, as appears from the Report, have fallen off from 252 to 158, without any reason assigned. But this is not all. The expectation entertained that the Sub-Committee would, before this time, have succeeded in compiling Vernacular Class Books, has been disappointed. I have however taken steps which I hope will accelerate this desirable object. You are all of course aware that the Supreme Government have transferred the superintendence of Native Education to the subordinate Governments of Bengal and Agra, and I have consequently made arrangements with the Lieutenant Governor, for the preparation, under his superintendence, of Vernacular Class Books in Hindee and Oordoo, for the Provinces under his Government, leaving only Class books in Bengallee to be compiled here. By these means the object in view will, I hope, be speedily accomplished.

"I must now advert on the other hand to two circumstances which I think can only be viewed with gratification. The one mentioned in the Report, namely, the lively interest taken in these Institutions by two young Gentlemen of the College of Fort William, Mr. Seton Karr and Mr. Cust. There is something peculiarly pleasing in the disposition thus evinced by the European Students to promote the welfare of India, in the appropriation of a portion of the rewards earned by them for distinguished proficiency, to the encouragement of similar

distinction amongst their Native Fellow Students. It may be said of this, as has been said of *mercy*, "It is like the gentle "rain from heaven falling on the place beneath." The other circumstance, which is not alluded to in the Report, is the offer of the Advocate General, Mr. Lyall, to deliver Lectures on Law for the benefit of the Hindoo College. I am able to state on his authority, that the Students are apparently profiting greatly by the Lectures, and that their eagerness and application affords the learned Advocate the highest satisfaction. Such disinterested efforts to benefit our native fellow subjects are highly creditable to the parties concerned, and are worthy of all commendation.

"I will now, Gentlemen, detain you no longer—I will only add, that the deep interest I feel in the welfare of India will always incline me, wherever I may be, to hear with pleasure of your proceedings, calculated as they are to disseminate truth and eradicate error, and to direct the mind of the rising generation to those pursuits, which can hardly fail, in process of time, to raise the character, and promote the happiness of the population at large."

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63. CALCUTTA MADRISSA.

20TH YEAR.

Detailed Establishment of the Calcutta Mudrissa on the 30th April 1844.

ARABIC DEPARTMENT.

Dr. F. J. Mouat, M. D., ...	Officiating Secretary.
Hafiz Ahamud Kubeer, ...	Native Asst. Secy.
Molovy Mohommed Wujeeh, ...	Principal.
Molovy Busheerooddeen, ...	2d Preceptor.
Molovy Noorool Huq, ...	3d Preceptor.
Molovy Mohommed Ibrahim, ...	4th Preceptor.
Molovy Khadem Hossen, ...	1st Preceptor.
Molovy Mohumud Muzhur, ...	2d Preceptor.
Molovy Ahmud Hossen, ...	3d Preceptor.
Molovy Hubeeboon Nubbee, ...	4th Preceptor.
Molovy Abdoor Ruhem, ...	Professor of Regns.
Loke Nath Roy, ...	Writer.
Molovy Ajeeb Ahmud, ...	Librarian.
Hafiz Ahmud Kubeer, ...	Khuteeb.
Mohomed Qudir, ...	Mouzzin.
Molovy Mohomed Saweed, ...	Pensioner.
Hajee Mohomed Mahmood, ...	Ditto.

ENGLISH DEPARTMENT.

Mr. A. Y. Martin, ...	Head Master.
Mr. F. C. Vaughan,.....	2d Master.
Mr. J. E. Clinger,.....	3d Master.
Mooktaram, Pundit	Bengalee Master.
Juggut Chunder Roy, ...	Librarian.

64. The course of study for the past year in the Arabic Department of the Mudrissa, has been the same as usual. Lectures have been daily delivered from 8 A. M. to 2 P. M., on the following subjects, viz. Law, Rhetoric, Logic, Mathematics, Algebra, Natural History, General Literature, Grammar, Arithmetic, and the Regulations of Government.

The Principal Molovy, Mohomed Wajeeh, gave Lectures on Logic, and on the higher Law Books; the Logic Class attached to the Professor consists of 32 Students and the Law Class of 16. The 2d Professor Molovy Bushcerooddeen lectured daily in Rhetoric to 22 Students, on the Initiatory Law Books to 10 Students, and on General Literature to 14. The 3d Professor Molovy Noorool Huq lectured on Philosophy to 25 Students, and on the Elementary Law Books to 13. The 4th Professor Molovy Mohomed Ibrahim gave Lectures on Asool or Principles of Law to 41 Students. Molovy Khadeem Hossen, 1st Assistant Professor, instructed 15 Students in Geometry, and in the Law of Inheritance. Molovy Mohummed Muzhur, 3d Assistant Professor, instructed 43 Students in Arithmetic and Algebra. Molovy Hukeem Ahmed Hossen taught 30 Students in General Literature, and 14 of the junior Students in Logic. Molovy Hubeeboon Nubbee taught Arabic Grammar to 18 Students, and the Law of Inheritance to 7 more. Molovy Abdoor Ruheem lectured on the Regulations of Government to 20 Students, and on General Literature to 8 of the more advanced Students in that Department. The Assistant Secretary Hafiz Ahmed Kubeer, occasionally gave Lectures on General Literature, Law, &c.

65. The number of Students attached to the Arabic Department of the Madrissa is 165;—of this number, 31 completed for senior and 20 for junior Scholarships at the late Examination. Eleven succeeded in obtaining junior Scholarships on that occasion.

Fourteen Students having completed the period of study, obtained certificates and have left the College.

The English Department consists of three divisions, containing 102 boys. The senior division containing 17 boys is instructed by Mr. Martin, the Head Master, the 2nd containing 27 boys by Mr. Vaughan, the 2nd Master, the 3rd containing 59 boys by Mr. Clinger, the 3rd Master.

In consequence of the Reports of the Head Master and Dr. Mouat, respecting the state of the 2nd division, the Council of Education considered it necessary to dispense with the services of the 2d Master from the 30th September. His place has been supplied by Mr. Vaughan, late Head Master of the Chittagong School, and there is every reason to expect a speedy improvement in this Division.

66. The examination for Scholarships in the English Department was held in September, and the following are extracts from the Examiner's Report.

Abdool Luteef.
Wuheedoon Nubbee.
Nuzur Alee.

"In this Institution there are only three candidates as per margin for Senior Scholarships, not one of whom comes up to the required standard. Abdool Luteef and Wuheedoon Nubbee retain their Junior Scholarships."

Rousheen Alee.
Mohomud Muhmood.

"In the Mudrissa there are only 2 candidates for Junior Scholarships, neither of whom comes up to the required standard."

67. The general examination of all the Students attached to the Mudrissa took place in July last. Examination of the Arabic Department was conducted by Hafiz Ahmud Kubeer, Mooftee Wares Alee, Molovy Mohomud Wujeeh, Molovy Busheerorddeen, Molovy Noorool Huq, Molovy Ajeeb, Molovy Wares Alee, Moulvee Hubeeboon Nubbee, Molovy Ghoolam Abed and the Secretary. That of the English Department by Dr. Mouat, assisted by Mr. Kerr.

68. The following is the Report forwarded by Dr. Mouat upon the subject:

"I have the honor to report that, pursuant to instructions from the Council of Education, I conducted the examination of the English Department of the Madrissa on Saturday the 22nd, and Tuesday the 25th days of July, the examination in both instances extending over the greater part of the day. On the latter occasion I requested the assistance of Mr. J. Kerr, Principal of the Hindoo College, which was kindly afforded, as I did not consider my acquaintance with Mathematics sufficiently extended to enable me to elicit the actual amount of information on those subjects, possessed by the pupils of the 1st Class.

The following is an Abstract of Mr. Kerr's Report to me:

Students.
Abdul Luteef.
Wahcedoon Nubee.
Nuzur Alee.

"The first Class consists of the 6 Students whose names are given in the margin. Only five however were examined,

Mohommed Hossen.
Mahamood.
Roushan Alee.

Subjects of Instructions.

History.
Geometry (3 Books of Euclid.)
Algebra (Simple and Quadratic Equations,)
Arithmetic.
Natural Philosophy.
Geography.
Grammar.

one of them, Roushan Alee, being absent.

The first two in the list, who are holders of Scholarships, are quite ahead of the rest of the class. Abdul Luteef, in particular, passed a most creditable examination. He demonstrated with great readiness two propositions of the 3rd book of Euclid, and two deductions from Euclid of moderate difficulty, besides answering correctly several questions in Simple Equations of Algebra, and in Fractions and Proportion of Arithmetic. In these same subjects, Geometry, Algebra, and Arithmetic, Waheedoon Nubbee, though inferior to Abdool Luteef in quickness, and also as far as I could judge in real proficiency, is very much in advance of the other three. Indeed these three know very little of Arithmetic and scarcely any thing of Geometry and Algebra.

In History, Geography and Grammar, there is not the same irregularity among the Students. In the first of these branches Nuzzur Allee is at least equal to any of the others, and even Mohomed Hossen and Mahamood, though decidedly the most backward of the class, gave very intelligent answers in this branch, as well as in Geography and Grammar.

In Natural Philosophy only a few questions were proposed on the General properties of Matter, the Mechanical powers, vision and the construction of the eye. The answers were for the most part correct."

As the pupils of the above class are about to contend for Scholarships, none of them are eligible or recommended for prizes. Of the pupils of the second class, twelve in number, as per margin*—of whom two were absent, Waris Alee and Iman Khan—I regret that I am unable to give so favorable a report as I could wish. Part of the deficiency exhibited by the pupils, was doubtless due to the prolonged illness and absence of the Head Master Mr. Martin.

Mouzzum Hosen.
Abdool Wahed.
Futtey Khan.
Deen Mohomed.
Waris Alee.
Ameen Ooddeen.
Mohomed Jan.
Man Khan.
Abdool Hameed 1st.
Abdool Hameed 2nd.
Edoo.
Asalut Khan.

Subjects of Instruction.

History of England.
Euclid, 16 Propositions.

In the History of England none passed a particularly good examination, their knowledge

Arithmetic, Prop. and Practice.
Geography—Grammar.
Dictation.
Lessons on Objects.

being confused and defective, and their pronunciation generally bad. In Euclid, in which they had only learnt as far as the 16th Proposition of the 1st Book, Mohomed Jan was very perfect, Abdool Hamed 2nd, and Mouzzum Hosen pretty good—the remainder being all more or less deficient. In Arithmetic, *Abdool Hamed* 1st and 2nd, and Edoo, were very fair—the rest indifferent. In Geography none were above mediocrity, in Grammar *Ameen Ooddeen* and *Abdool Hamed* 1st were the only good ones, in Dictation *Mouzzum Hosen* was the best, *Mahomed Jan*, *Abdool Hamed* 1st, *Edoo* and *Asalut Khan* good, and the rest bad.

The lessons on objects were of too trifling a nature and extent to demand the record of any judgment. With respect to attendance *Mohomed Jan* and *Ameen Ooddeen* had each obtained twelve tickets, or one for every month in the year, and I beg therefore to recommend them for prizes. *Deen Mohomed* had obtained 11 tickets and is therefore deserving of being mentioned with praise: *Asalut Khan* had 9 tickets. The attendance of the remainder of the class was most unsatisfactory. In Euclid I consider *Mohomed Jan* entitled to a prize, and in Dictation *Mouzzum Hosen*, the proficiency in other branches I do not deem sufficient to entitle any pupil to any distinction. *Abdool Waheed*, a pupil aged 17, who has been in the Institution since 1838, without making any progress, and is reported to be dull, idle and inattentive, I consider unworthy of being retained, there being little chance, from failure after so long a trial, of his turning out well.

With the 2nd Division, composed of the 3rd and 4th Classes and consisting of twenty-seven boys, I was not at all satisfied:—their pronunciation was defective, their information limited even in the Books which they had read, and their general progress by no means creditable to the Master by whom they were taught. I cannot attribute this deficiency to the lads themselves, some of whom appeared to be naturally sharp, intelligent, and quite capable of retaining instruction had they been properly and efficiently taught. I can only therefore suppose it to be due to the carelessness and inefficient method pursued by their Teacher.

Bhoday Alee.
Dhunun.
Imdad Khan.
Nessar Ahmud.
Dooman Khan.
Abdool Quasem.
Velayet Hosen.

Of the 3rd Class as mentioned in the margin, in the History of England, *Nasserahmud* alone passed a fair examination: In Grammar none were above mediocrity; in Geogra-

Nowab Jan.
Noor Alee.
Mehur Alee.
Kurrum Alee.
Abdoollah.

Subjects of Instruction.

History of Bengal.
Lennie's Grammar.
Geography, Europe, Asia, and Africa.
Lessons on Things.
Arithmetic, Rule of Three.
Dictation and Writing.

phy *Nowab Jan* only was tolerably proficient; in Arithmetic none were deserving of favorable mention, nor did any excel in dictation and writing. The lessons on objects they were better acquainted with, but their progress was not sufficient to deserve any testimonial. The attendance of the class was irregular, only one lad, *Abdool Qusem*, possessing 12 tickets. To him, therefore, I recommend the attendance Prize to be given. *Nassir Ahmed* and *Nowab Jan* alone deserve favorable mention, but I do not consider them entitled to a prize.

* 1—Goolam Wahed.
2—Abdoolleh.
3—Zumeerooddeen.
4—Sheer Alee.
5—Sunaoollah.
6—Sultan Alee.
7—Ghoolam Usajud.
8—Kyash Khan.
9—Abdool Hulleem.
10—Mohamed Saber.
11—Peer Mohomed.
12—Nasseeroodeen.
13—Nooroollah.
14—Dabenooddeen.
15—Munur Khan.

Subjects of Instruction.

Reader No. 3, 44 pages.
Lennie's Grammar.
Clift's Geography, Asia and Europe.
Spelling No. 2, 4 Syllables.
Arithmetic.
Single and Compound Rules.
Dictation and Writing.

The 4th was somewhat better than its predecessor, it consisted of fifteen boys as noted in the margin,* of whom the last named, died of Cholera during the past year.

In reading none were deserving of mention; in Grammar the progress of the Class was only middling; in spelling none were very perfect; in Arithmetic *Gholam W'ahed* was very good, and deserving of a prize. *Suna Oollah* was very fair and the rest good, with three exceptions, *Sheer Alee*, *Abdool Hallem* and *Nusser Ooddeen*. In dictation and writing the result was only middling. *Abdool Kill* alone obtained 12 tickets of attendance, and is entitled to a prize for the same; three lads in the class, viz. *Sheer Alee*, *Abdool Hallem* and *Mooroollah*, appeared so deficient in industry and capacity, as to be unworthy of being retained in the College or Class.

* Abdool Basef.
Nooroollah.
Fuzloor Ruhim.
Ryhanooddeen.
Wares Alee.
Nujeerloo Alah.

With the Junior Department I was well satisfied, the boys, with very few exceptions, being quick, intelligent, and evidently well taught. The

Jameer Khan.
Faiz Alee.
Ommore.
Dost Mohomed.
Abdool Ghoffoor.

Subjects of Instruction.

Geography, Asia and Europe.
Mapping.
Grammar.
Reader No. 1, Page 21.
Arithmetic.
Compound Addition.
Dictation.

5th and 6th Classes, consisting of 11 boys, as noted in the margin,* were generally well acquainted with most of the subjects taught, but their studies were of too elementary a nature to need any particular detail. *Fuzloor Ruhim, Jamsheer Khan* and *Faizallee* are deserving of prizes, but none merit any such distinction for regularity of attendance; two only, *Dost Mohomed* and *Abdool Ghoffoor*, possesing 10 tickets.

The last Class, consisting of 47 boys, whose ages varied from 5 to 10, is a very promising collection of lads, almost all of whom I consider likely to turn out well. Their studies were so perfectly elementary as to admit of no special report, nor am I able to point to the best two or three as deserving of prizes. This I think, from the result of the examination, had better be determined on the report of the Master, as to whom he considers best entitled to it from general good conduct and promise, their amount of information, as far as they have been taught, being so nearly equal, as to make it difficult for me to decide."

69. The Bengalee Classes consisted of 24 Students; the Pundit instructs them from half-past 6 until 10½ A. M. daily. The general proficiency of this Department is considered satisfactory by Captain Marshall, who examined it.

Major J. W. J. Ouseley having embarked for Europe on Furlough, Dr. Fred. J. Mouat was authorized by Government to officiate as Secretary, pending the appointment of a permanent incumbent to the office.

By the demise of Sreenauth Roy, the Bengalee Master, on the 15th June 1843, the office became vacant, and was filled up on the 26th of the same month by the appointment of Mooktaram, a Pundit in the Junior Department of the Hindoo College.

Abdool Wuhud, the Mouzzin of the Madrissa, having absented himself without leave for three months from his duties, was dismissed by order of the Council of Education, and *Mahomed Quader*, a pupil in the Arabic Department, appointed to succeed him from the 1st of May.

70. His Honor the Deputy Governor of Bengal presided at the annual distribution of prizes and diplomas to the Students of the Madrissa, and in consequence of the unsatisfactory state of the English Department, directed a communication to be

made by the Secretary to the Government of Bengal to the Council upon the subject, of which the following extract will exhibit the tenour and purport.

"The Oriental Department is in all respects very satisfactory, and highly creditable to Major Ouseley the Superintendent, to whom His Honor requests that the Council of Education will have the goodness to express in suitable terms the acknowledgments of Government for his zealous and successful exertions in the cause of Mahomedan Education.

The English Department is not so satisfactory. There are only five Students in the College who attend both the Oriental and English Departments. There is only one pay Student, and the majority of the boys appear to be the sons of petty shop-keepers, who scarcely allow them to remain long enough at the College to acquire any thing beyond a very elementary and imperfect knowledge of English. The remainder are sons of Moonsiffs, Pleaders, Moulvees and Writers in Public Offices.

Not one of the pupils, His Honor understands, is likely to turn out a superior English Scholar, so that the object originally in view, namely, to afford a sound English Education to the Mahomedan community, is in danger of being lost sight of, and the sum of Rs. 8,000 per annum, which is laid out for the accomplishment of this object, is most unprofitably expended.

His Honor directs me to draw the attention of the Council of Education to the Rule passed by the late Committee of Public Instruction on the 5th of October 1838, which prescribes that pupils whose object is merely to obtain a smattering of English, and whose views in life do not extend to the attainment of a sound English Education, shall not be allowed to attend gratuitously at the English School, unless they belong to the Arabic Department of the Madrissa, and he hopes that this Rule in future will be undeviatingly adhered to.

His Honor would also wish the Council of Education to consider whether, in conjunction with a more rigid enforcement of the Rule above cited, English instruction in the Madrissa might not be placed on a less expensive, as well as on a more efficient footing; at present the expenditure is very large, no proportionate good is effected by it, and His Honor is rather inclined to apprehend that the system, as hitherto carried on, is making but little progress in reconciling the higher orders of the Mahomedan people to the advantages of an English Education."

71. Dr. Mouat was directed by the Council of Education to examine into the the subject, and report the result to the

Council for the information of Government, which was accordingly done on the 8th of April, the whole of the English Department of the Madrissa having been specially assembled and examined for the purpose.

The following is an abstract of the Report referred to, which was adopted by the Council of Education, forwarded to Government for information and orders, approved of, and directed to be carried into effect without delay.

"I found that, in the Senior and Junior Departments, there were five Students exempt from payment from studying in both the Arabic and English Departments, and amongst them the only pay Scholar in the Institution. Thirty-nine were willing to pay, according to their circumstances, from 1 to 3 Rupees each—and the remainder, 56 in number, were both unable to pay and unfit to remain in the Institution, as their object was evidently only to acquire a sufficient knowledge of English, to enable them to accept menial employment in European families, I therefore directed their names to be struck off the rolls.

I have no doubt that this measure will be attended with much ultimate good to the School, although it has reduced the number by more than one half already.

I enclose for the information of the Council, copies of the Muster Rolls of the pupils, together with lists of those who are willing to pay, and the sums they can afford for the purpose. I fear that if a fixed scale of payment be adopted, the numbers in the School will be still more considerably reduced, and that a sliding scale of from 1 to 3 Rupees each, according to the means of the Parents or Guardians, is the best adapted for this Institution.

In consequence of the present decrease in the number of pupils, I beg leave to propose that the School be divided into two Divisions, and that the first consist of the 18 most advanced lads, and the second of the remaining 26, to be arranged in two classes each, according to their relative proficiency.

This will enable the Council to dispense, for the present, with the services of one Master, and thus materially reduce the expenditure of the Department. As Mr. Martin, the Head Master, has, however, proceeded to Sea on sick certificate for 12 months, it remains for the Council to decide in what manner the reduction can be best effected."

Mr. Martin, Head Master of the English Department, having again become unable to discharge his duties from illness, was granted leave of absence for 12 months on sick certificate, and Mr. Vaughan directed to take charge of his classes. No

new Master has been appointed, in consequence of the decrease in the number of Scholars above mentioned.

The triennial repair of the buildings having become due, has been ordered by Government to be effected by the Civil Architect under the direction of the Military Board.

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72. MEDICAL COLLEGE,

9TH YEAR.

College Council on the 30th April 1844.

H. H. Goodeve, M. D.,	Professor of Anatomy and Midwifery.
E. W. W. Raleigh,	Ditto Surgery.
J. Jackson, M. B.,	Ditto Medicine.
W. Griffith, F. L. S.,	Officiating Do. Botany.
Fred. J. Mouat, M. D., Member, Secretary and Treasurer,	Ditto Chemistry and Materia Medica.

Establishment on the 30th April 1844.

H. H. Goodeve,	Prof. of Anatomy, &c.
F. J. Mouat,	Ditto of Chemistry and Materia Medica.
J. Jackson,	Ditto of Medicine.
W. Raleigh,	Ditto of Surgery.
W. Griffith,	Ditto Botany.
R. O'Shaughnessy,	Demonstrator.
Allan Webb,	Curator.
Mr. Robertson,	Assistant Professor of Chemistry.
G. Daly,	Apothecary and Surgeon.
J. Wood,	Staff Sergeant.
Modoosooden Goopta,	Suptd. of the 2d School.
Sib Chunder Kurmokar,	Teacher 2d ditto.
Prosunno Coomar Mitter,	Resident Surgeon, &c.
Dwarkanath Bose,	Assistant Curator.

Daily average per Month of attendance of Students, from 1st of May 1843 *to 30th of April* 1844.

May	1843,	Vacation,	0
June	„	from 1st to 15th Vacation,	60
July	„		59
August	„		52

September 1843,	Vacation,	62
October	„	57
November	„	66
December	„	53
January 1844,		52
February	„	56
March	„	57
April	„	67

73. Surgeon C. C. Egerton, Medical Member of the Council of Education, having been appointed by Government to succeed Dr. Grant as Examiner to the College, assisted by Surgeons Nicolson, Garden, Cameron, Forsyth, Thomson, Johnston, Stewart, Finch and Chapman as Assessors, conducted the annual general examination for certificates of qualification.

The following is a list of the Students who presented themselves for final examination, viz.

	Names.	Age.	Caste.	Length of time in the College.	No. of days absent during the last year.	Character.	Remarks.
	Stipendiary Students.						
1	Kally Kisto Nundy,.....	23	Telly, ...	6 years 7 mos.,	.....	Dull, but well disposed.	Gained certificate of honor.
2	Uzair Khan,.....	19	Mahomed,...	4 ditto ditto,	3 Days,...	Sharp, but inattentive,	Clinical Clerk 2 months and Dresser 2 months. gained 2 Prizes of Rupees 100 and 32.
3	Dwarkanauth Chatterjee,	20	Brahmin, ...	4 ditto ditto,	None, ...	Good, ...	Do. 2 do. do. 2 months.
4	Purmesser Shaha, ...	21	Banniah, ..	4 ditto ditto,	Ditto, ...	Unexceptionable, ...	Do. 6 do. do. 4 do. Midwifery Hospital 4 months.
5	Dinnobundoo Day,.....	21	Banker, ..	3 ditto 11 do.,	Ditto, ...	Ditto, a very superior lad,	Ditto 10 ditto gained Prize Rs. 150 and a circlet of merit.
6	Kally Churn Lahory,.....	21	Brahmin, ...	3 ditto 11 do.,	Ditto, ...	Good and attentive, ..	Do. 2 do. and Dresser 2 months.
7	Russick Loll Dutt,.....	21	Writer Caste,	3 ditto 11 do.,	Ditto, ...	Ditto, ...	Do. 2 do. do. 2 do.
8	Dhurmodoss Bose, ...	20	Ditto, ...	3 ditto 11 do.,	4 Days,...	Very good indeed, ...	Do. 2 do. do. 2 do.
	Free Students.						
9	L. D'Souza, ...	20	Christian,..	4 ditto 5 do.,	4 Days,...	Rather more attentive,	Do. 6 do. and Dresser 2 months.
10	E. Lazarus, ...	19	Ditto, ...	3 ditto 10 do.,	1 Ditto,.	Very good, ...	Do. 9 do. do. 5 do.
11	L. Weygesinghe,.....	22	Ditto, ...	2 do. 5 and 3 years in Ceylon, ..	None, ...	A steady, good student,	Do. 4 do. do. 2 do.

74. The Examiner reported, that "according to the established custom of the College the first day was occupied by the candidates in writing a paper on two subjects submitted to them; the one to test their proficiency in Medicine and the other in Surgery: from these papers it is satisfactory to observe that they all appear to possess sufficient knowledge of the English language, to express themselves neatly, readily and clearly, the only exception being Kally Kisto Nundy, whose paper is remarkably defective in construction and spelling. In the annexed sheet, the result of the several examinations from day to day is so completely given, that it needs but a few words to point out those candidates who were considered qualified to receive the letters testimonial of the College, and those who were rejected. Of the rejected there are four, and of these *Kally Kisto Nundy*, *Uzair Khan*, and *Dwarkanath Chatterjee*, failed upon nearly all subjects, but when it is considered that they began their education at the College only four years ago, there is no reason to despair of their passing a very good examination next year; the disappointment they have experienced upon the present occasion, will be a stimulus to greater exertion, and the advantage they will receive from a five years education instead of four, will very probably have the happiest effect upon their future career. The fourth rejected was Kaly Churn Lahory, who got on pretty well upon most subjects, but broke down in Surgery; he has scarcely been four years at the College, and may reasonably be expected to pass a very good examination next year.

75. The following are those who are deemed qualified, and their names are given in the order of their respective merit:

Purmessor Shaha.
Dinnobundoo Day.
E. Lazarus.
L. Weygesinghe.
L. De Souza.
Durmodoss Bose.
Russickloll Dutt.

The two first passed excellent examinations—it would be difficult to say which was the better of the two. The next four passed very good examinations—and the last. Russicklall Dutt, a very fair examination, and had he not been ill and nervous, would no doubt have passed a better.

The excellent examinations passed by Purmessor Shaha and Dinnobundoo Day, prove most satisfactorily, that the means of acquiring knowledge are to be found at the College, and therefore that when students are deficient in their acquire-

ments, it must arise from a want of application on their part, or from a want of capacity to learn, or from a want of sufficient time to acquire a requisite degree of knowledge; and the last is probably the true cause—four years being a very short time in which to acquire proficiency in the healing art.

With regard to the last day's examination on practical anatomy and surgical operations performed on the dead body, it may be stated that several exceedingly neat dissections were made in a very short space of time, namely, of the neck—of the axilla—of the fore part of the thigh—of the parts of hernia,—of the sacro-sciatic region, and Glissen's capsule—and with regard to the surgical operations, that the students appear to be gradually becoming more familiar with the mode of using Surgical Instruments. If there were but a hospital containing any tolerable number of surgical cases, so that the students might witness operations more frequently, there is no reason to doubt that they would acquire the usual facility of operating, that students attain to in the hospitals of Europe."

76. Since the last annual report, no changes have occurred among the Professors. In the buildings many alterations have been and are being carried into effect, which will add materially to the completeness and efficiency of the Institution. The new Operating Theatre has been completed, and is in occupation, both for the special objects for which it was designed, and as a lecture room. The building for the Ceylon pupils will be ready for occupation in a few weeks, that for the House Surgeon, and Staff Sergeant, is in the course of erection, and new dissecting rooms have been commenced, as well as certain out-houses, which were much required for the comfort and convenience of the pupils.

The Secretary to the College now resides on the premises, and exercises (in conformity with the regulations sanctioned by Government) a general superintendence over the internal economy of all departments of the College, as well as the out door dispensary, and has succeeded in putting a stop to most of the irregularities and mal-practices heretofore complained of. In the large central quadrangle a garden has been laid out, containing a considerable number of medicinal and other plants, which serve for the instruction of the pupils, as well as improve the appearance and neatness of the compound.

During the past session, the general good conduct and regularity of attendance of the great majority of the pupils have been satisfactory, many not having been absent once during the whole period of study. At the same time, the College Council regret being compelled to report, that among a few of

the idle and ill disposed students, all junior in the Institution—a spirit of quarrelling, contention, and neglect of their studies has occurred, which has been reported to, and punished by the Council of Education. Two of these pupils, Nilcomul Mitter and Callychurn Doss, have left the Institution, and their places have been supplied by others at the examination for the admission of candidates to fill up vacancies in the stipendiary class. The Council trust that they will not again have to report any misconduct or breaches of discipline on the part of the students, means having been taken to enforce proper obedience, put a stop to irregularities, and ensure regularity of attendance, and diligent attention to their studies.

77. In the classes of Anatomy, Demonstrations and Dissections, Medicine, Surgery, and Midwifery, no special record is required, the general condition of the classes being satisfactory, while the plan of instruction followed, and all other details are in accordance with the reports already published.

In the classes of Chemistry and Materia Medica, the Professor has reported that in consequence of being unable, in the short time allowed, to complete the former course without neglecting the latter, he entrusted the second division of it to his assistant Mr. Andrew Robertson, who cheerfully and willingly undertook this extra duty, and performed it with his accustomed zeal, ability, and success; as ascertained by the results of the general examination. The Professor is particularly anxious to place on record his high sense of the value of this excellent officer's services to the Institution, by the aid of which, the pupils have received during the past academic Session, an average of five lectures a week, upon Chemistry and Materia Medica. The former course in compliance with the instructions of the Council of Education, has been strictly confined to the relation which Chemistry bears to medicine, with the occasional introduction incidentally, of such subjects as are important in the arts and manufactures of this country. The second division of the course of Materia Medica was concluded, but in a more hurried manner than the Professor could have wished, from the limited number of lectures allowed; sixteen instead of twelve per month, being deemed the minimum, in which justice can be done to so extended and complicated a subject.

78. The Officiating Professor of Botany has forwarded a detailed report of the class, system of instruction pursued, and a general view of the subject, which the College Council are anxious to present without curtailment, as they deem it an important document upon a subject of much interest in this country.

78. Mr. Griffith states that—" In the class of Botany the system of instruction followed was that published in the Rules and Regulations of the Medical College, Section II., in which the main object in view was to ascertain how far the students could profit by a course of philosophical Botany, for it was presumed that general principles constantly and systematically presented to them would be of much greater interest and utility to them, than isolated, unarranged, and dry details of partial forms and partial properties.

The course having been completed early in October, a few lectures on Physiology as applicable to Horticulture were given, and the course ended with a general view of the relations in structure and properties of the families which had been lectured upon.

The system proposed in the Rules was likewise followed up in the application of that part of the grant of money available for the class of Botany: and copies of Lindley's Elements, Introduction to Botany, Introduction to the Natural Orders, and the Article Botany in the Library of Useful Knowledge were placed in the Library.

The attendance upon the whole was regular, that of the senior students especially so. So were likewise their weekly visits to the gardens, from which they returned with two or more specimens for examination and description in writing, which were submitted to my remarks on the ensuing visit.

The result has been decidedly satisfactory. Two of the candidates (1) for Diplomas have exhibited great proficiency, and three other students (2) who will be candidates for Diplomas at the end of the next session, promise then equal proficiency.

Of the last mentioned set of students, the oral were more satisfactory than the written examinations. This I attribute entirely to want of time to answer so many difficult questions on many subjects in one day, and to the students naturally preferring to answer those first and with most care, which related to the more immediately necessary branches of their education. There was also remarked a general deficiency in knowledge of the character of the natural families, attributable to their not being able to visit regularly these gardens: the visits being confined for want of sufficient conveyance allowance, to those who exhibited throughout the greatest proficiency, and who were candidates for Diplomas. On this point I may express a hope that the students will

(1) Denobundhoo Day—Dhurmodoss Bose.
(2) Taruck Chunder Lahory—Hurronath Mitre—Bholanath Bose.

soon begin to feel that kind of enthusiasm that will inspire them to overcome difficulties, and make the most of their means, however limited, by visiting the gardens in the most economical way of travelling, namely, in dinghies. Such sacrifices of comfort in pursuit of knowledge, I would take as an earnest of future eminence on the part of the students.

The state of this class is nevertheless to be considered as very encouraging, and the number of proficients, and of those who promise proficiency, is not inconsiderable, when compared with the results of the sessions of even large botanical classes in England. It is the more encouraging to me because the duties were altogether novel to me, neither had I ever been accustomed to such a class of natives: more encouraging still, because the students had never before been able to attend a complete course, and because up to a late period of the course they had no books to consult, (3) nothing in fact to depend on, but the lectures themselves.

Moreover, the number of illustrative diagrams on my taking charge of the class was extremely limited, and the means of the class altogether insufficient. As a proof of this, I may state, that on the first visit of the students to the Botanic Gardens, I ascertained that no one, not even one of the passed students, (4) knew the distinctive characters of Monocotyledonous and Dicotyledonous Plants; not one of them had a definite idea of the fundamental parts of Botanical Science.

Now, I have grounds for considering Denobundoo Day and Dhurmodoss Bhose as competent to explain any axiom in Lindley's Elements of Botany, to detect in most instances anomalous structures, and to reduce them to the ordinary type; and to refer in most instances plants to their natural families, giving, at the same time, their probable medicinal or economical properties.

My plans for the next session, from which I anticipate increased benefit, are—

1st.—The organisation of a Botanical Museum, for which the needful space has been allotted.

2nd.—The completion of an extensive set of diagrams, explanatory of structure.

(3) Rather one which they had, the Bengal Dispensatory, is in the part relating to *Botany* full of blunders and inaccuracies, besides being generally inefficient.

(4) Of the passed students here alluded to, both have generally distinguished themselves, and one had gained the first Botanical prizes. In justice to them, I must state, they exhibited proficiency equal to any of the rest, but circumstances prevented them from attending the whole of my course.

3rd.—The weekly illustration of the lectures, by the solar microscope presented by Mr. J. W. Grant, Bengal Civil Service.

4th.—The careful preparation of a Manual, expressly adapted to Indian students, by having all its illustrations taken from Indian Plants; and by having general principles constantly brought to bear on practical points, such as medical and economical properties.

5th.—The completion of a General Systematic Garden, (5) arranged according to the natural method in the Botanic Garden, to correspond with which there will be a natural medicinal, and a natural economical Garden. By the plan on which these Gardens will be laid out, the three grand divisions of the vegetable kingdom will be seen at once, and their relative numbers and relative importance to the Arts and Sciences, will be also exhibited. In contrast with these, will be presented a Linnæan Garden.

My plans go further, for they embrace the laying out of a garden, in which the Flora of Bengal Proper will be arranged according to the natural method, on the same plan precisely as that of the natural Gardens just enumerated; the whole numbered and referred to in a printed catalogue of the plants in the Botanic Gardens, to be supplied at the Gardens to all who may visit them, for the purpose of acquiring information.

But they do not end here, for Government having wisely recognised the value of practical instruction by insisting on the students visiting these Gardens and on their making botanical excursions, it becomes the duty of the Superintendent not only to see that these Gardens possess intrinsic means of instruction by possessing systematic Gardens, which, since 1817, they have not had, but to provide for those Botanical excursions by the preparation of a Flora of Lower Bengal, thereby placing in the hands of each student, as well as of those of the amateurs of Calcutta, independent means of determining any plant indigenous to this part of India, and consequently of determining its affinities and properties. Such means are acknowledged to be necessary to the complete organisation of a Botanical class. That great teacher Dr. Lindley prepared one expressly for his own class, because all the Floras of England were arranged by the artificial method. The same is the case with the Flora Indica of Dr. Roxburgh, which is, besides, by the progress of discovery now incomplete; and as the operations of the Medical College extended over India, it would equally become the duty of the Superintendent of these

(5) Now in course of preparation.

Gardens to prepare a more general Flora of India; therein keeping always in advance of the wants of his class, which would, if he managed properly, still consider itself as his class, though no longer confined within the walls of the College.

It is only by the completion of these things, which would entail pleasant duties, that the great desideratum of a set of men well grounded in Botany diffused over India can be supplied; and considering the very deficient state of our knowledge of the vegetable products of India, even those which contribute largely to the revenue, and the acknowledged importance of a full investigation of the medicinal and economical plants of a country, (6) I can imagine few things more likely to be beneficial to the state at present, than the dissemination of such a set. Each individual would become the investigator of a particular part; there would be laid the groundwork of so many Floras of so many districts; their medicinal and economical products would be explored, the plants that produced them identified, and doubts and difficulties that now encumber Botany would cease. Moreover from the diffusion of physiological knowledge of Botany, its application to Horticulture might lead to considerable improvement among the cultivators of each district.

To ensure so desirable an end, the students, however, require to be put in possession of the means of carrying on their observations after quitting College. It was with the view of supplying an essential part of these means, that I took the liberty of addressing Dewan Ram Comul Sen, on the great advantage that would accrue from substituting microscopes, for the gold medals he had so liberally presented for a period of three years. I have the pleasure of stating that Dewan Ram Comul Sen was only prevented from adopting this advice, by the fact of the medals having all being struck off. I would venture to suggest that on the part of Government, a microscope (7) and several volumes of standard works (8) should be presented to the two best students among those who are to

(6) It is considered by the first authorities that even in countries such as Great Britain, France, &c., the Floras of which are well explored, the application of those plants to the Arts and Sciences is at the best but imperfectly known. How much more necessary then must investigation be in India, a country of such great extent, whose climates are so varied, of whose Flora even so little is known.

(7) Excellent Microscopes, sufficient for all the purposes in view, may be obtained from that very eminent Optician, Mr. A. Ross, of Regent Street, London, for the sum of 5£.

(8) The books I would recommend, are Lindley's Elements of Botany, Introduction to Botany, Introduction to the Natural Families and Flora Medica, all purchaseable for £3 10.

receive Diplomas. So far as my own class goes, I have reason for believing that a microscope or books would be preferred to medals.

On reviewing the whole business of the course, its popularity with the senior students, their evident aptitude to the acquisition of this kind of knowledge, and the philosophic spirit of some of their remarks, I am urged to express a hope, that the Council of Education may be pleased to recommend to Government the attaching of the best student of this year to these Botanic Gardens, principally for the purpose of opening a School of Instruction in application to Horticulture and Arboriculture, for the Malees and apprentices, and all natives anxious to acquire such knowledge. The importance of theoretical knowledge in leading directly to the best modes of practice, is now fully acknowledged in Europe; it still remains comparatively unacknowledged in India, and the plan suggested seems to me the best mode of supplying it. The amount of information among Malees is at its lowest ebb, more especially in these gardens, where they have not the same stimulus of pecuniary profit that many other Malees have—and so long as they possess only a most confined amount of empirical knowledge, it will be hopeless to expect to get them to adopt improved plans, hopeless to expect extensive propagation of any plants, but those of the most hardy kind. The plan, if found successful, might then be extended to Seharunpore and Bombay, and subsequently to all the Government Gardens in India, either alone, or in conjunction with ordinary employment, as the Government might deem proper."

79. The lectures on Minor Surgery to 1st class students, have this year extended to four months, and were 32 in number. The increase of time allowed to the course, as compared with last year, has been occasioned by Mr. Webb's following up each demonstration by practical exercises on the part of the students themselves, in order to ensure the greatest accuracy and precision in their execution of the several operations, and mechanical adaptations. Mr. Webb has reported his satisfaction with the manner in which these were performed by the students, and with the knowledge and manual dexterity displayed by them.

For the military class, a translation into Oordoo has been effected by Mr. Webb, of such parts of his lectures as more especially concern them. This, it is hoped, will materially assist them in their studies, and in the practice of his instructions during the ensuing year.

80. At the recommendation of the College Council, the first annual general examination of all the students of the mili-

tary class, was held in the month of May last. Seven were found qualified for admission to the service as Native Doctors, and the general progress and attainments of the remainder ascertained and placed on record.

Several applications have at various times been made to the College authorities for Native Doctors, to take charge of emigrants to the Mauritius, which in three or four instances only they were enabled to comply with; but as the demand for this class of practitioners has greatly extended, and is likely to become of some importance to the State, the Council venture to recommend an extension of the school, sufficient to enable it to meet all the exigencies that may arise. It is also deemed worthy of suggestion, as to whether a body of Bengalee Native Doctors educated in their own vernacular, might not profitably, and with a large amount of benefit to their fellow countrymen, be scattered over the provinces of Bengal and Orissa—in unhealthy districts, where the expense of a Sub-Assistant Surgeon could not be afforded. They could be educated without much additional expense to the State, and would go far to produce confidence in European remedies, and prove of very great service in those periodical outbreaks of cholera, fever and other dangerous tropical diseases, which occasionally depopulate whole villages, and are always more or less destructive to human life.

81. The following extract from the report of the College Council, will best exhibit the present state and future prospects of the school.

"Although the state of the school was found on the whole to be satisfactory, the attendance of the pupils to be more regular than during any previous year, and their orderly deportment, regular habits, and the nearly total absence of riot and insubordination, deserving of the unqualified approbation of the Council, there are many points in which much room for improvement exists, and for which the College Council request the sanction of the Council of Education, to the remedial measures they beg to propose.

The method of instruction adopted by the Masters, does not appear calculated to communicate the greatest amount of information to the pupils, in the time allowed. Instead of *lecturing* upon the subject dwelt upon, it would be desirable that they should simply *teach* the various departments of medicine, with which a Native Doctor is expected, when in the service, to be acquainted, and for this purpose, the school should be divided into classes, according to the relative standing of the pupils; gradually proceed from elementary to practical subjects, as in the Medical College.

For example, the first year pupils should be directed to confine their attention to Anatomy, and such a simple elementary knowledge of Chemistry, as will be necessary for understanding the nature, properties, and modes of preparing the various articles of the Materia Medica, which are found in the Pharmacopœia, or used in regimental and civil hospitals. In the second year, they should be taught Physiology, Materia Medica, and more especially practical pharmacy, and compounding, of which they are at present almost entirely ignorant, and which forms one of their most important and responsible duties as Native Doctors. During the third and fourth years, they should attend the practice of the Hospitals, be taught Medicine and Surgery, embracing a general practical acquaintance with their various duties when in the service. At present, very few Native Doctors are sufficiently acquainted with these matters, to be trusted on detached field duty to act as efficient field assistants to regimental Surgeons, or to do any duty not under the immediate control and superintendence of a European Medical Officer, who is more often embarrassed by the ignorance and want of skill of his Native Doctor, than assisted by him, a matter of very great consequence in Native Corps, where only one Medical Officer is allowed, whilst in action many urgent cases may be brought in, requiring immediate attention. The Native Doctor, instead of being a mere compounder as at present, should be capable of affording such assistance, and it is to raise his qualifications to the required standard, that the College Council venture to suggest the changes above mentioned in the method of teaching. From the instructions to be given in the various operations of minor Surgery, by the Curator of the Museum, the Council anticipate that much practical good will result to the school, and are of opinion, as before specified, that it should be confined to the senior students, and perhaps a few of the junior lads, who may be considered sufficiently advanced to profit by such lessons.

With respect to the Masters, it is deemed advisable that they should be brought more immediately under the control and personal supervision of the College authorities—that the time and division of their duties should be more clearly defined than at present—that their attendance and mode of conducting their duties should be registered and reported—and that in addition to the monthly visitation of the Council of Education, a Member of the College Council, selected in rotation for the duty, should constantly visit, inspect, and in communication with the Council, suggest any beneficial changes in the working of the system of instruction adopted, or report any thing which he may consider worthy of observation.

In the late examination, it was elicited that too much of the amount of information exhibited by the students was the result of mere learning by rote, and much too little acquired by practical information with the particular subject.

This was apparent in many instances, of which the following may serve, as examples. One lad was able to describe with considerable accuracy, almost any bone in the human body; but when the bone was placed in his hand, was quite unable to point out its different processes, articulating surfaces, prominent marks, or indicate to which side of the body it belonged. Very many were able to specify the properties, mode of preparation, and action of various drugs, which they were unable to identify when presented to them. In this respect they were generally so utterly deficient as to call for the marked displeasure and disapprobation of the College Council: most of them pleaded in excuse that the objects had but once or twice been presented to them, and as the specimens of drugs in the College, are only sufficient for the purposes of the students in the English department, it was proposed, if sanctioned by the Council of Education, to obtain an order from Government, that the Medical Board be requested to furnish from the stores of the Hon'ble Company's Dispensary, a small specimen of every article of the Materia Medica used in the Civil and Regimental Hospitals of the Presidency—enclosed in a phial, sealed and labelled, and preserved in the College for the sole use of the students of the secondary school, to which they may at all times have access, for the purpose of becoming familiar with their appearance. This has since been done.

With respect to their knowledge of compounding medicines, and capability of reading prescriptions, the College Council regret to be compelled a third time, to bring their extreme ignorance to the prominent notice of the Council of Education.

The Dispensary attached to the College is not sufficiently extensive to make them all practically acquainted with the subject, and with a view in some measure to supply the desideratum, it was proposed that Mr. Geo. Daly, House Surgeon and Apothecary to the Male Hospital, should be directed to give in Hindoostanee, for which he is quite qualified, a short course of practical instruction to these pupils, illustrating his remarks by performing the various operations of Pharmacy in their presence.

This could not fail to be attended with beneficial results, although it is by no means intended that it should supersede the practice of compounding by each student in turn.

With reference to their inability to read prescriptions, the Staff Sergeant, who has at present but little to occupy his time, might be profitably employed in instructing them for an hour, two or three times a week, in learning to read English letters and words, so that when acquainted with them, they might pass on to a knowledge of the names of various drugs, and before their departure from the school, possess sufficient ability to read any prescription presented to them. For this purpose an extended knowledge of English would not be necessary, and the information would be hereafter of much use. During the late examination, one lad named Bissessur Sing, was not only able to read prescriptions, but likewise to write them in a fair, legible hand, and as no one else in the whole school exhibited the same capacity, the College Council recommend that a reward of Rs. 10, or some small prize, be presented to him.

In concluding this Report, the College Council have only to remark, that the School has become so popular in the Service, and the students so satisfied with the arrangements made for their comfort and convenience, that notwithstanding the exercise of a very strict superintendence, on a recent occasion, forty-three candidates, from various parts of India, some of them sons of native officers of high caste and rank, presented themselves as competitors for one supernumerary vacancy, of which the monthly stipend is Rs. 2-8. Should the Government therefore at any time, consider it advisable so to increase the school as to supply from it the whole establishment of Native Doctors required for the Bengal Army, there will be no difficulty in collecting almost any number of lads of good family and education."

Most of the suggestions contained in this report, were approved by the Council of Education, sanctioned by Government, and are now being carried into effect. Baboo Modoosooden Goopta has been appointed Superintendent, the school is reorganized, divided into classes, inspected by a monthly visitor, taught practical surgery and pharmacy, and the pupils are affording good promise of realizing the prospect of improvement contemplated. The senior students now for the first time dissect, and take quite as much interest in so doing, as the pupils of the Upper School.

82. In September last, the Hon'ble Mr. Bird, Deputy Governor of Bengal, placed at the disposal of the Council of Education, a handsome gold medal, to be given to the most proficient student in Materia Medica and Therapeutics. This subject was selected on account of its great difficulty, extent, and importance in the practice of medicine, and with a view

to encourage among the pupils of the College, a scientific knowledge of the remedies used in combating diseases, as well as to induce them to seek from the indigenous riches of their own country, efficient substitutes for the more costly and valuable drugs of Europe.

The examination was conducted in the usual manner, and in strict accordance with the wishes of the Honorable Donor, consisting of a written paper, and a practical trial of the power possessed by the students of identifying various chemical and medicinal substances, one hundred in number. Five candidates presented themselves (9) four Native and one European free pupil, all of them known to be possessed of good characters, and to have been assiduous in their attendance upon the lectures.

The Examiner (Dr. Mouat) reported that he considered the result to have been satisfactory in every point of view, both as proving that the Native is capable of competing on equal terms with his European fellow-students, and as exhibiting the ultimate good that may reasonably be expected from their intimate knowledge of the nature, properties, and uses of medicinal agents.

The medal was awarded, with some difficulty, to Dinnobundoo Dey, the paper of Dhurmodoss Bose being so nearly equal in merit, as to have been placed in the second rank, merely on account of its being somewhat inferior in style and composition.

83. The examination for the Rustomjee medal was conducted by Professor Goodeve and Mr. O'Shaughnessy, and consisted of a written paper, with the dissection of an important surgical region of the body. No student was allowed to contend, who had not acquitted himself creditably at the general examination. The candidates were five in number, (10) and the palm borne off by *Doyal Chund Bysack*, a 3d year student, who was superior in both trials, his written replies being the most ample, clear, and correct, and in his dissection every part clearly displayed, evincing not only great facility in the use of the scalpel, but a thorough knowledge of the subject. Some of the other dissections were good, but all much inferior to Doyal Chund's.

84. The special Botanical examination for the *Wallich* medal, was conducted by Professor Griffith, who has reported that it consisted of "twelve written questions relating to structural, physiological, and systematic botany, and the appli-

(9) Dinnobundo Dey—Dhurmodoss Bose—E. W. Lazarus—Hurronauth Mitter—Purmessur Saha.

(10) Doyalchund Bysack—Obhoychurn Neugee—Hurronath Mittre—Bholanath Bose—Taruckchunder Lahory.

cation of the natural system to medical botany, nine kinds of plants were presented to them for determination, and description of their probable medical properties, and seven diagrams of theoretical botany had to be explained."

The candidates were three in number, (11) and the result stated to be decidedly satisfactory. Tarruck Chunder Lahoory, a 3d year student, acquitted himself creditably, the answers of the two others being very successful. The medal was awarded to Dinnobundoo Dey, but the merit displayed by Dhurmodoss Bose was so great, and his whole course of study so promising, as to induce the Examiner to present him with the works of Dr. Lindley as a prize.

85. In the Museum important improvements have been made, equally conducive to its utility and security. Rules have been instituted for its regulation, having for their object to render it as efficient as possible for every purpose of practical instruction.

The additions during the last two years derived from the College and other Hospitals in and around Calcutta, have doubled the number of specimen it contains. Those chiefly relate to Morbid Anatomy, of which alone 150 specimens have been added during the last year.

The Museum is therefore rapidly becoming a most important institution, illustrating in an especial manner, the medical and surgical pathology of India. In order that it may become more universally known, as a central depôt for whatever is rare or instructive in this department of science, a catalogue raisonnè is now in progress of publication by Mr. Webb, illustrated by original cases. His descriptive account of the greater number of those specimens, which have reference to the medical pathology of the Museum, has been submitted to the Council of Education, and forwarded by them to the Medical Board, with a view to obtain morbid or other specimens, from the Civil and Military Hospitals under the control of the Board. In the account of this portion of the Museum, the different preparations are compared together and made mutually to illustrate each other, whilst the whole of them as well as the cases are connected together, and commented on in a familiar and practical manner. The work when completed, will form a useful manual of practical Pathology for the student, and has been conducted by Mr. Webb without any expense to Government.

86. During the past year, the Library has been much frequented by the students, and received an addition of nearly 600

(11) Dinnobundoo Dey—Dhurmodoss Bose—Taruckchunder Lahory.

volumes, chiefly from the allowance of Rs. 70 per mensem, which has been spent in procuring the most recent and esteemed works in every department of Medical Science; and in part from the Medical Board, the Medical and Physical Society, and Baboo Ramgopaul Ghose, to all of whom the College has been indebted for valuable donations of Books.

In December last Dewan Ram Comul Sen addressed a communication to the Council of Education, offering a sum of Co.'s Rs. 1,000 to be bestowed as a prize or prizes for the best translations from standard English Works into Bengallee, upon the subjects of Anatomy, Materia Medica, and a popular account of the chief diseases to which natives of this country are liable, together with directions for treating them. The communication is at present under consideration.

The following is a list of the students to whom prizes were awarded:—

List of Prizemen Session 1843-44.

Names.	Prizes.	Subjects.
Purmessur Shaha, ...	Gold Medal, ...	General Proficiency.
Dinnobundoo Dey, ...	Hon. Mr. Bird's Gold Medal, ...	Proficiency in Materia Medica and Therapeutics.
Ditto Ditto, ...	Ramcomul Sen's Gold Medal,...	Botany.
Dhurmodoss Bose, ...	Professors' Prizes,...	Botany and Materia Medica.
Doyalchund Bysack, ...	Rustomjee Medal,	Anatomy.
Hurronauth Mitter, ...	Co.'s Rs. 120 from Dwarkanauth Fund, ...	General Proficiency,
Doyalchund Bysack, ...	Co.'s Rs. 90 from ditto, ...	Ditto.
Tarruck Chunder Lahory,	Co's Rs. 60 from ditto, ...	Ditto.
Bholanath Bose, ...	Co.'s Rs. 50 from ditto, ...	Ditto.
Hurronoth Mittre, ...	1st Gold Circlet of Merit, ...	General good conduct and regularity of attendance.
Tameez Khan, ...	2d ditto, ...	Ditto.
Mr. Keane, ...	1st Ceylon Prize Silver Medal,	General Proficiency.
Mr. Vos, ...	2d Ceylon ditto,.....	Ditto.
Mr. Andree, ...	Clinical Prize, ...	Best Clinical Clerk.
Mr. E. Lazarus, ...	Dresser's Prize,.....	Best Surgeon's Dresser.

87. In January last an examination was held by the Secretary to the Council of Education, of candidates for admission to the stipendiary and free classes of the Medical College, for the purpose of filling up all vacancies in the former, and of affording the benefits of a complete medical education to as many of the latter, as chose to avail themselves of the privilege.

Forty candidates presented themselves, and of these ten only were found qualified and recommended for admission. In consequence of this, and on account of the standard of age heretofore fixed, being considered too limited to procure candidates possessed of the requisite qualifications, the Council of Education resolved that in future applicants for admission shall be received from the ages of 16—20, instead of 15—18, as before.

A second examination was then held by Dr. Mouat, occupying two days, at which seventeen competitors attended, of whom five were selected, and the remainder rejected as incompetent.

From the North West Provinces two pupils has been sent down to study in the College as Robertson Scholars, upon the stipend fixed in the regulations upon the subject, one of them named Khyratee Khan from Futtygurh, a Mahomedan, 19 years of age, whose qualifications being considerably below the standard, has been allowed to study for one year in Dr. Duff's School, to qualify himself, and should he, at the end of that time be still found deficient, he will forfeit the Scholarship, and be returned to the place from which he came.

Another lad from Loodeanah, a Native of Hyderabad, aged 17, has also been admitted, and permitted to study for the same length of time in Dr. Duff's School. He is an active, intelligent, industrious lad, and very nearly qualified for admission at present.

The two remaining vacancies will, it is anticipated, be filled up by pupils of the Agra College.

88. The Hon'ble Mr. Cameron, President of the Council of Education, has announced his intention of presenting during his stay in India, an annual prize of a capital case of Instruments, to the most proficient pupil from Ceylon in each general examination, the same to be decided and specially reported by the College Council.

Four new pupils from Ceylon arrived on the 18th of April 1844 for the purpose of studying in the College, and have been accommodated with quarters in the building specially designed for them within the College compound.

The period of four years heretofore allowed for all pupils to qualify themselves for admission to the service of Government as Sub-Assistant Surgeons, or for obtaining the College Certificate of Qualification, having deemed too limited to admit of their acquiring the requisite amount of practical knowledge for independent practice, it was recommended by the Council of Education to be increased to five complete Sessions, which has been ordered by Government to be carried into effect from the next annual examination.

During the latter part of the past session, on account of the prevalance and fatality of Small Pox, temporary hospitals were established by Government, in which the duties were performed by passed students of the College, under the superintendence of European Medical Officers.

89. In Appendix E. to this report are contained the annual returns of the cases treated in the various hospitals attached to the College, exhibiting the practical means of instructions afforded to the pupils, which the College Council regret are not sufficiently extended for the growing wants of the Institution, clinical instruction on an extended scale, being an object of the greatest importance in every School of Medicine, and more so in this country if possible, than in Europe. A correspondence has taken place with the President of the Fever Hospital Committee upon the subject of expending their funds in establishing a Central Fever Hospital in connection with the College, which it is hoped may terminate in the attainment of so very desirable an object—as it will not only be of the greatest service to the native community in epidemic outbreaks of diseases, but afford a valuable extension of the clinical means at the disposal of the Professors, for the instruction of their pupils.

90. The following Reports of the Government Dispensaries have been received from the Medical Board, and contain an abstract of the cases treated in those institutions during the last six months of 1843. Detailed Reports have already been published by Government in a separate form.

Bowanipore.

Dr Strong Supt. Callachund Day, Sub-Assistant Surgeon.

House Patients.—Remained none, admitted since 11, cured 11.

Out Patients.—Remained 111, since treated 2828, cured 2084, relieved 548 no better and incurable 5, ceased to attend 196, died 2, remaining 104. Several surgical operations, mostly of a simple nature, were all successfully performed by the Native Medical Officer, amounting in all to 33 in number; these were cataracts, excision of tumours, &c.

Moorshedabad.

Dr. Kean, Supt.
Punchannun Sreemony, Sub-Assistant Surgeon.

House Patients.—Remained 2, admitted 73, cured 26, relieved 1, absconded 9, died 37, remaining 2

Out Patients.—Remained 74, since treated 3099, cured 1975, relieved 729, ceased to attend 437, died 1, remaining 31. A branch Dispensary situated in a popular part of the town has been temporarily set on foot by the Superintendant, and it remains to be seen whether it will prove useful. The plan and estimate of a permanent subsidiary Dispensary will shortly be laid before the Government.

Pooree.

Dr Cumberland, Supt.
Neel Money Dutt, Sub-Assistant Surgeon.

House Patients—Remained 49, admitted 159, cured 69, absconded 19, died 73, remaining 47.

Out Patients—Remained 45, treated since 493, cured 351, ceased to attend 144, died one. Nothing more of sufficient interest deserving of remark in the report of this Dispensary. The deaths were chiefly from bowel complaints of long standing.

Chittagong.

Dr. Duncan, Suptdt.
Rajkristo Chatterjee, Sub-Asstt. Surgeon.

House Patients.—Remained 6, admitted 33, cured 21, relieved 5, absconded 2, died 6, remaining 5.

Out Patients.—Remained 138, treated 2509, cured 1116, relieved 1000, incurable and no better 37, ceased to attend 403, died 3, remaining 88.

Dacca.

Dr. Taylor, Suptdt.
Nobinchunder Paul, Sub-Asstt. Surgeon.

House Patients.—Remained 9, admitted 54, cured 26, relieved 24, died 13, remaining none.

Out Patients.—Remained 46, admitted 2869, cured 2435, relieved 141, no better and incurable 41, absconded 245, died 28, remaining 25.

A good number of surgical operations were neatly and successfully performed by the Sub-Assistant Surgeon.

Patna.

Dr. Davis, Suptdt.
Ramessor Awastie, Sub-Asstt. Surgeon.

House Patients.—Remained 8, admitted 22, cured 21, died 1, remaining 8.

Out Patients.—Remained 243, treated since 3892, cured 3472, relieved 201, incurable and no better 14, ceased to attend 146, died 24, remaining 278.

A goodly number of surgical operations had been performed, those of the eye have induced a better class of people to throw aside their prejudices and they are now found to resort pretty generally and with confidence to the Dispensary. The new building to be occupied by this charity is reported to be in a great state of forwardness, and will, in all

probability, be ready for occupation very shortly; it is placed in a convenient and commanding situation.

Benares.
Dr. Butter, Suptdt. Issurchunder Gungoolee, Sub-Asstt. Surgeon.

House Patients.—Remained 14, admitted 134, cured 121, incurable 2, died 5.

Out Patients.—Remained 57, admitted 8155, cured 5375, relieved 354, incurable and no better 183, absconded 2174, died 35, remaining 91.

A few minor surgical operations, one or two of an important character, were undertaken by the Sub-Assistant Surgeon and cleverly performed. The Surgical cases generally were very similar at the several Dispensaries, varying only in numbers.

Allahabad.
Dr. Marshall, Suptdt. Jadub Chunder Dharah, Sub-Asstt. Surgeon.

Remained 113, admitted 3319, cured 2357, relieved 719, incurable and no better 47, absconded 228, died 25, remaining 26,—of the whole number treated 96 were house patients. The same remarks apply to this Dispensary. The limit but to eight beds, or that number of cases as house patients, is considered prejudicial to the welfare of the Natives, and ought to be increased to double that number; not only for the resident sick poor, but for the benefit of pilgrims, who resort for religious purposes, from every quarter of Hindoostan to Allahabad.

Cawnpore.
Dr, Wood, Suptdt. Ramnarain Doss, Sub-Asstt. Surgeon.

House Patients.—Remained 16, admitted 150, cured 90, relieved 9, absconded 12, died 41, remaining 14.

Out Patients.—Remained 46, admitted 2151, cured 2008, relieved 19, absconded 124, remaining 46. Surgical operations as at other Dispensaries.

A case of stone in the bladder was operated on by the Sub-Assistant Surgeon successfully. The stone was made over to the College Museum.

Furruckabad.
Dr. Hunter, Supt Sadoochurn Mullick, Sub-Asstt. Surgeon.

Remained 85, treated since 1678, cured 1104, relieved 384, absconded 212, remaining 63. In a short time a building will be erected for the reception of In-door Patients.

Agra.
Dr. Shaw, Suptdt. Samachurn Sett, Sub-Asstt. Surgeon.

House Patients.—Remained 4, admitted 29, cured 18, relieved 3, incurable and no better 3, died 7, remaining 2.

Out Patients.—Remained 64, admitted 2851, relieved 2861, remaining 54. Amputation of a limb by the Sub-Assistant Surgeon; other

minor operations likewise by him. This Dispensary, as others, continues to work satisfactorily; there is also a branch Dispensary, which has not worked so favorably as in former half years.

Muthra.
Dr. McRae, Suptdt. Moheschunder Nun, Sub-Asstt. Surgeon.

House Patients.—Remained 8, admitted 79, cured 55, relieved 5, no better 1, absconded 9, died 13, remaining 4.

Out Patients.—Remained 44, admitted 2325, cured 2028, relieved 260, no better 3, absconded 9, died 4, remaining 65.

Surgical operations—three cases of Lithotomy by Sub-Assistant Surgeon: calculi made over to the College Museum.

Barielly.
Dr Balfour, Suptdt. Joydub Chunder, Sub-Asstt. Surgeon.

House Patients.—Remained 6, admitted 48, cured 31, relieved 5, absconded 6, died 5, remaining 7.

Out Patients—Remained 153, admitted 5799, cured 3405, relieved 1, 1189, incurable 1; absconded 1180, died 32, remaining 145 Lithotomy, Cataracts, &c. in the Surgical way.

Delhi.
Dr Ross, Suptdt. Chimun Loll, Sub-Asstt. Surgn.

House Patients.—Remained 4, admitted 77, cured 66, relieved 1, absconded 6, died 4.

Out Patients.—Remained 62, since treated 2917, cured 2525, relieved 372, ceased to attend 45, no death.

A considerable number of sick above that in the previous half year, have received relief. Ten operations for the removal of stone in the bladder performed by the Sub-Assistant Surgeon successfully, who is likely from the number of such cases that yearly present themselves at the Dispensary to become in time a very expert Lithotomist. An Apprentice educated at this Institution has lately been raised to the grade of Native Doctor, a further proof of the usefulness of these Institutions.

Moradabad.
Dr. Thomson, Suptd Tarra Chund Pyne, Sub. Asstt Surgn.

House Patients.—Remained 14, admitted 104, cured 86, relieved 12, absconded 11, died 9, remaining 12.

Out Patients—Remained 73, admitted 2653, cured 2579, relieved 62, absconded 85. Nothing of further importance worthy remark. The arrival of a Sub-Assistant Surgeon at Moradabad has caused an increase of applicants for relief;—he is reported to be an able and industrious servant of the Government.

Jubbulpore.
Dr. Griffith, Suptd.

House Patients.—Remained 6, admitted 78, cured 53, relieved 4, incurable and no better 3, absconded 2, died 14.

Sama Churn Dutt, Sub-Asstt. Surgn.

Out Patients.—Remained 86, treated since 2360, cured 1594, relieved 307; no better and incurable 19, ceased to attend 16, died 9. Certain minor and other important Surgical operations have been performed by the Sub-Assistant Surgeon. Nothing of further interest in this Report; the Sub-Assistant Surgeon is an active and careful man, and his abilities are of first rate order, which remark applies equally to the rest.

In Appendix E. are contained statements of the conduct and character of the various pupils educated in both departments of the College, who have been transferred to the public service. To these documents the Council have much pleasure in referring, as exhibiting so very satisfactory and indisputable a proof of the good characters and superior qualifications of the pupils brought up in the Calcutta Medical College.

91. The Hon'ble W. W. Bird was present at the distribution of Diplomas and Prizes and delivered the following speech:—

"It was my earnest hope that the Governor General would have presided at this Meeting. Knowing as I do the deep interest which he takes in the Institution, and his desire to see its beneficial effects extended to the utmost degree throughout the country, I deeply regret that he is not here publicly to declare the same, and to infuse into our proceedings that vigour which characterizes all his undertakings. Matters however of the highest importance have rendered his absence unavoidable, but you may depend upon it that whether present or absent, the Medical College will always find in his Lordship one of its most effectual supporters; so long as it holds out the promise of continuing, what it has now become, a blessing to the country at large.

"In his Lordship's absence it has once more fallen to my lot to have to preside at these Anniversaries, and to remark upon the peculiar circumstances by which the operations of the preceding year have been distinguished. On the present occasion the results are very satisfactory, and highly creditable to the talent and perseverance of the Native student, who has been found capable of competing successfully even with the European. Great progress has been made under the able superintendence of Mr. Griffith in the study of Botany, a knowledge of which is so necessary to the Medical practitioner, while there has been no falling off in other attainments. It is true that the number of students declared qualified for the Public Service is fewer than last year, but this may be

accounted for by the absence of students from Ceylon, and however desirable it may be to qualify as many as possible, it would be a great mistake to pass any one without the requisite qualifications. If the Examiners consult the interests of Government, the reputation of the Institution, and the welfare of the community, they will never pass a single student who is not equal to discharge in the fullest degree the duties which will devolve on him.

"I am happy however to be able to say, that as far as experience has yet gone, the Sub-Assistant Surgeons continue to bear the highest character, and that they are eagerly sought after in every department of the Service. You have already seen in the published Report of 1842, how highly they are spoken of as useful practitioners, and how extensively the Dispensaries in which they have been generally employed, are gaining the confidence of the Native community. But the Report of the 1st half year of 1843 has just been put into my hand, and shews in a manner which leaves not the slightest doubt of the fact, the increasing utility of these Institutions, the progressive advancement in professional knowledge of the Sub-Assistant Surgeons in charge of them, and the facility which they have attained in the expression of their sentiments in the English language. It also shews that thousands of Natives in various Districts have been cured by these Medical Officers—that skilful and difficult operations have been performed by them—and that they have been discharging their arduous duties in a manner which merits the highest approbation of Government and the gratitude of the people. This Report I strongly recommend to the attentive consideration of those who feel an interest in the progress of Medical Science in this country. Some parts of it contain very curious information of a professional nature, and of the habits of the people, which reflects the highest credit on all the Sub-Assistant Surgeons concerned, especially on Callachund Dey of the Bhowanipore Dispensary, Essur Chund Gangoly of the Benares Hospital and Dispensary, and Jadub Chunder Dhara of the Allahabad Dispensary. From the Report of the Agra Dispensary it appears, so much are the Sub-Assistant Surgeons rising in general estimation, that they are consulted not only by the more respectable Natives but by Europeans.

"Having drawn your attention to these most interesting and valuable Reports from the Native Practitioners formerly educated at this institution, it only remains for me to say to the students now about to leave College, *go and do likewise*, go and do your duty in that state of life in which it hath pleased God to call you, go and reflect credit on the Institu-

tion in which you have been brought up, go and gain the confidence of the Native community. And to you whose turn of study is yet incomplete let me say, make the most of your time, endeavour to qualify yourselves for pursuing the same creditable course, so that on future occasions the public authorities who will have in this place to perform the duty which I am now discharging, may be able in like manner to record your names on the list of those who are rising to professional eminence, and who are the chosen instruments in the hands of a humane and paternal Government, for dispensing amongst its subjects benefits of the highest value, which, with the blessing of Providence, are calculated in the greatest degree to promote the welfare and happiness of every part of the country to which they may be extended."

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92. COLLEGE OF HADJÎ MOHAMMAD MOHSIN AT HOOGHLY.

7TH YEAR.

UNDER THE IMMEDIATE SUPERINTENDENCE OF THE COUNCIL OF EDUCATION.

Establishment on the 30th April, 1844.

ENGLISH DEPARTMENT.

J. Sutherland, Esq.....	Principal.
L. Clint, Esq.	Professor.
M Rochfort, Esq.	Head Master, U. S.
Baboo Essenchunder Banorjee,*	3rd Master (now acting 2nd).
Mr. J. G. Beanland, ...	4th ditto (now acting 3rd).
Mr. A. Ure, ...	5th ditto (now acting Master of 4th class Sec. A.
Baboo Shamlall Shome,	Master of 3rd class Sec. A. L. S. (now acting Master of 4th Class Sec. B. U. S.)
Mr. T. W. Clermont, ...	Head Master L. S. (1st Class Sec. A.)
Baboo Madhubchunder Dutt, ...	Master of 2nd Class Sec. B. (now acting Master of 1st Class Sec. B.)

* These acting appointments are consequent on Mr. Kelly, the 2nd Master's absence—2 years sick leave from April 1843, sanctioned together with the temporary promotions in Council's letter No. 90, dated 7th March 1843.

Baboo Moheschunder Banorjee, ...	Master of 2nd Class Sec. A.
—— Srenauth Dutt, ...	Master of 3d Class Sec. B. (now acting as Master of 2nd Class Sec. B.)
—— Bolloram Bisswas,	Master of 4th Class Sec. A. (now acting as Master of 3d Class Sec. A.)
Mouluvee Attawur Ruhman,.....	Master of 3d Class Sec. C. (now acting as Master of 3d Class Sec. B.)
Baboo Samachurn Mookerjee, ...	Master of 4th Class Sec. B. (now acting as Master of 3d Class Sec. C.)
—— Baneemadub Banorjee, ...	Master of 1st Class Sec. B. (now acting as Master of 4th Class Sec. A.)
—— Kristochunder Shah,	Master of 4th Class Sec. B.
—— Kristomohun Sing,	—— Ditto ditto C.
Mr. J. Vogel, ...	Writing Master.
Mr. L. P. Vernieux, ...	Drawing Master and Librarian.
Baboo Kunjoobeharry Chakrobutty, ...	Assistant Librarian.

MAHOMMADAN DEPARTMENT.

Mouluvee Mohammad Akber Shah,	Head Mouluvee (Sunee.)
—— Meer Mohammad,	Ditto (Sheeah.)
—— Khadim Hossein,	2nd Mouluvee.
—— Munsur Ahmud,...	3rd ditto.
—— Gholam Mukdhoom, ...	4th ditto.
—— Mohammud Mustaqim, ...	1st ditto L. S.
—— Rumzan Allee, ...	2nd ditto Section A.
—— Furrghut Allee,...	—— ditto Section B.
—— Mohammad Taqi,	3rd ditto Section A.
—— Toluttuff Hossein,	—— ditto Section B.
Baboo Ramtarrack Roy,...	Teacher of Govt. Regulations.
Mouluvee Nusseer Oodden,.....	4th Mouluvee Section A.
—— Besharat Oollah,...	—— ditto Section B.
—— Mohammad Moddesser, ...	—— Ditto Section C.
Abdul Ali, ...	Librarian.
Mirza Mobarack Ali, ...	Drawing and Writing Master.

BENGALEE DEPARTMENT.

Obhoyachurn Turkopunchanun, ...	Superintending Pundit.
Gobindchunder Seromonee, ...	Head Pundit, U. S.
Bhuggobanchunder Bisarad, ...	2nd ditto.
Kasseenauth Turkobhooshun, ...	Head Pundit, L. S.
Hurrochunder Turkobagish, ...	2nd ditto.
Gobindchunder Bisarad, ...	3rd ditto.
Gopaulchunder Beedyaneedhee, ...	4th ditto.
Juggomohun Chowdhoory,	1st Arithmetic Teacher.
Ramchunder Mishro, ...	2nd ditto ditto.

HOOGHLY BRANCH SCHOOL.

Establishment on the 30th April, 1844.

ENGLISH DEPARTMENT.

Baboo Khettermohun Chatterjee,*	Second Master, now Head Master.
—— Pearychurn Sirkar,	2nd Master.
—— Srenauth Banorjee,	3rd ditto.
—— Girishchunder Ghose, ...	Master of 4th Class Section A.
—— Prosonochunder Sirkar,†	—— Ditto Section B.

ORIENTAL DEPARTMENT.

Mouluvee Asud Ali, ...	Head Mouluvee.
—— Ismut Oollah, ..	2nd ditto.
Sereram Seromonee, ...	Head Pundit.
Srenauth, ...	2nd ditto.
Hullodhur Surma, ...	Arithmetic Teacher.

* Baboo Parbutty Churn, the late Head Master, died on 11th November, 1843.

† Baboo Bhuggobuttychurn Mullick, the former Junior Master, transferred to the supernumerary Class at College on 1st August 1843.

HOOGHLY INFANT SCHOOL.

Establishment on the 30th April, 1844.

ENGLISH DEPARTMENT.

Mr. T. M. Gomess, ... Head Master.

BENGALEE DEPARTMENT.

Nobocoomar Gupto, ... Pundit.

SEETAPORE BRANCH SCHOOL.

Establishment on the 30th April, 1844.

ENGLISH DEPARTMENT.

Baboo Srenauth Somadar, Head Master.

——— Bhobaneechurn Mullik,..... } 2nd ditto.

BENGALEE DEPARTMENT.

Neersinghodeb Seromonee, Head Pundit.

Nundcoomar Banorjee, ... 2nd ditto.

UMMORPORE PROBATIONAL SCHOOL.

Establishment on the 30th April, 1844.

ENGLISH DEPARTMENT.

Baboo Pearymohun Banorjee, ... } Head Master.

——— Khettermohun Banorjee, ... } 2nd ditto.

BENGALEE DEPARTMENT.

Kaylashch Bidyaneedhee, Pundit.

The proceedings of the past year are arranged as usual under the heads, number and discipline of the College, progress of study, &c. and more in detail in the documents appended to the Report.

English Department

Number and discipline of the College and its Subordinate Institutions.

93. The following is the return of the number of admissions and withdrawals, and daily average attendance since the 1st May 1843, the grand total on the rolls at that date, and on the 1st May 1844.

Institutions.	Christians.	Mahommadans.	Hindoos.	Total. 1843.	Total. 1844.
College.					
Number of admissions,	6	2	187		
Ditto of dismissals,	2	5	72		
Ditto of withdrawals,	6	4	46		
Ditto on the Rolls ending 1st May 1843,	12	18	542	572	0
Ditto ditto 1st May 1844,	10	11	611	0	632
Daily average attendance 485½.					
Branch School.					
Number of admissions,	1	1	53		
Ditto of dismissals,	2	1	11		
Ditto of withdrawals,	0	1	29		
Ditto of promotions,	0	0	11		
Ditto on the Rolls ending 1st May 1843,	5	3	242	250	0
Ditto ditto 1st May 1844,	4	2	244	0	250
Daily average attendance 206¼.					
Infant School.					
Number of admissions,	0	0	24		
Ditto of dismissals,	1	0	4		
Ditto of withdrawals,	0	0	19		
Ditto of promotions,	0	1	7		
Ditto on the Rolls ending 1st May 1843,	2	2	44	48	0
Ditto ditto 1st May 1844,	1	1	38	0	40
Daily average attendance 30.					
Seetapore School.					
Number of admissions,	0	0	26		
Ditto of dismissals,	1	0	35		
Ditto of withdrawals,	0	0	25		
Ditto on the Rolls ending 1st May 1843,	1	0	134	135	0
Ditto ditto 1st May 1844,	0	0	100	0	100
Daily average attendance 80½.					
Umorpore School.					
Number of admissions,	0	0	48		
Ditto of dismissals,	0	0	16		
Ditto of withdrawals,	0	0	44		
Ditto of promotions,	0	0	6		
Ditto on the Rolls ending 1st May 1843,	0	0	120	120	0

Institutions.	Christians.	Mahommadans.	Hindoos.	Total. 1843.	Total. 1844.
Number on the Rolls ending 1st May 1844, ...	0	0	102	0	102
Daily average attendance 82.					
Grand total on the Rolls on 1st May 1843, ...	20	23	1082	1125	0
Ditto ditto on 1st May 1844, ...	15	14	1095	0	1124
Ditto of the daily average attendance 884½.					

These Returns exhibit a decrease of 1 in the grand total on the rolls on the 1st May 1843, as compared with 1st May 1844.

In the English Department of the College the returns show an increase of no less than 60 during the year, the greater part of which augmentation has taken place since July last.

The maximum number for the Branch School has since 1843 been considered 250, that being all, the portion of the building assigned to the English department of this School can conveniently contain, the excess having been accommodated in a close and inconvenient out-house. The reduced number has been fully kept up without difficulty.

The applications for admission every month are as numerous as ever, but the strict limitation of age and the rules as to admission into the higher classes compel us to reject many candidates.

Order and Discipline.

94. The order and general discipline of the classes though favorably reported on last year, have since improved. The attendance which had not been quite satisfactory during the year 1843, has been much better since in the College. In the Branch School it has always been good. In the Seetapore and Umorpore Schools, there has not been so much regularity. The rolls of each class of the College and Branch Schools are submitted to the Principal every month, and those who have been very irregular are struck off. As they cannot be re-admitted without the sanction of the Council, which is not given without good cause, the dread of forfeiting their education has a most salutary effect in checking irregularity, and in the whole College, the number reported irregular in any

one month, does not exceed 8 or 10. In the Branch School some three or four.

Annual Examinations.

95. The annual examination of the Senior Department of the College was conducted, as usual, by the Establishment, except as to the first class which is taught, in its two sections, by the Professor of Mathematics, the Head Master and the Principal. The whole of this class competes for Senior Scholarships. The Examiners of the other classes of the Senior Department, were the Professor of Mathematics and the Principal. The Junior Department was examined by the Head Masters of the two departments, Messrs. Rochfort and Clermont, and other instructors, whose names are attached to the respective examination papers. The first class of the Branch School by the Professor of Mathematics and the Principal, the other classes by the head and other Masters of the College. The Infant School was examined by the Principal. The Seetapore School by Baboo Moheschunder Banorjee, second Master of the Junior Department. The Umorpore School by Mr. Beanland, the third Master of the Senior Department. The Bengalee examinations were conducted by the Superintending and Senior Pundits. The detailed annual examinations commenced on the 14th of June, and ended on the 8th July, 1843. The half-yearly general examinations commenced on the 9th and ended on the 23d of December.

College—English Studies.

96. The results of the detailed examinations of July are shown in the examination papers, and on a review of the whole, may be considered satisfactory, although there are, as will generally be expected in so large an establishment, some exception to the remark. Even as to these exceptions of some classes, however, it is satisfactory to find, that the half-yearly examination in the latter end of December last, exhibited a marked improvement.

Law Lectures.

97. The Advocate General having been so liberal as to give his permission, the students of the first Class of the College regularly attended that Gentleman's lectures, commenced in November last, the Government having authorized the disbursement of the charge of boat hire for this purpose. As the lectures took place on Saturday, and Friday is a half holiday at this College, the students attending the Law Lectures lost by going down only one day of their regular studies, which was more than compensated by the valuable instruction they received in a most important branch of knowledge.

Supernumerary Class.

98. In April 1843, the Principal proposed to establish a supernumerary class, to occupy a vacant room in the Junior Department. The Council declined to incur the expence of 40 Rupees a month for an additional Master, but gave their sanction to the establishment of the class if it could be made to pay its expences. It was doubted at first whether a sufficient number of paying candidates to meet the charge, would offer themselves, but on the 1st August the class was opened with 32 young boys, paying altogether the sum of 36 Rupees. It has since had as many as 50, reduced on the 31st December last to 45 by promotions, and has subsequently been increased to 60, the number now on the records. Baboo Bhuggobuttychrn Mullick, formerly a student of the College, and lately a Junior Master of the Branch School, was appointed to the Supernumerary Class, and receives as salary, the amount of the charges for education levied therein. The class thus pays itself and is no charge to Government except for the use of elementary books.

Assamese Students.

99. The Assamese Students referred to in the last Report, having been found to make no progress, and being, in consequence of their advanced age, not likely to be qualified in time to admit of their being entered at the Medical College as intended, were ordered to be sent back to Assam, and took their departure in September last.

Branch School.

100. Before the usual report of progress under this department is entered on, it is our painful duty to record the melancholy event of the death of Baboo Parbuttychurn Sircar, which occurred on the 11th November last. He was for upwards of six years at the head of this School, and discharged the duties of his situation with great ability and indefatigable zeal. By his death the Education service has lost a valuable Instructor. The Council expressed their great regret for this sad occurrence, and their high sense of the late Baboo's services, in a letter, the contents of which were communicated by their desire to his widow and relatives.

Last year, although the general result of the examination was favorable, the first class was far from having satisfied the Examiners. At the detailed annual examination of July last a marked improvement was exhibited, and especially in the important studies of Geography and Arithmetic. This favorable result is in part owing to the number and nature of their studies having been brought more within the range of their time and capacity, but chiefly to the exertions of the

late Head Master Baboo Parbuttychurn Sircar. The other classes are, with one exception, improved; and the general discipline of the School reflects great credit on the deceased, who had well deserved the praise bestowed on him in the Examiner's report, for the systematic neatness and order of his class rolls, registers, copy books, and of every record of the Institution under his control.

Infant School.

101. A considerable improvement has taken place in this Institution, and though there has been no increase of the number on the rolls, the attendance and general discipline of the School are very creditable to the Head Master Mr. Gomess, whose system appears to be good, and whose rolls and records exhibit great neatness and order.

An appeal has been made to the Council by numerous inhabitants of Chinsurah, to have the Infant School removed to that place near the College, the neighbourhood being much more populous. To this change the inhabitants of Hooghly are naturally opposed; and on this account the Council have abstained from interference, but there can be no doubt, that the School would have many more students at Chinsurah, although as none are now permitted to enter after they are 5 years old, it is possible that none would come from any considerable distance.

Seetapore School.

102. Although the Examiner's report of the annual examination in June was, on the whole favorable, the School does not appear to be going on so well as it might be expected to do, and this may be in part ascribed to the absurd manner in which the classes were arranged.

This had previously been pointed out by the Principal, and was rectified soon after the July Examination. Since then it will be seen by the present returns, the number on the rolls has considerably fallen off, so that there is still less reason than there was before for any complaint of want of sufficient instructors. The general half-yearly examination of December last, does not, however, show any improvement, but it is right to observe, that the attendance has fallen off much lately owing to the prevalence of Cholera in the neighbourhood. Out of 102 on the rolls, only 75 were present at the last examination.

Umorpore School.

103. The general result of the annual examination of July was favorable, though there are some exceptions, and the same remark applies to the half-yearly examination in the past month. In the Junior Classes there are a number of boys far

too old to succeed in English, and Mr. Beanland, the Examiner, suggests, that these should be consigned to the Patsala, attached to the School, and that some support in Bengalee books should be given to the former Institution, the students in which do not seek to acquire English. In the annual report of July an apprehension was expressed, that the Umorpore School would be given up, but the liberal Proprietor, Baboo Kallykincur Paulit, continued it, entirely at his own expence, with exception to the trifling aid afforded him by Government for the purchase of books up to the date of his death in December last. It was then found that his estate was bankrupt, and that there were no funds to carry it on. The Head Master Baboo Pearymohun Banorjee, however, carried on the School for some time at his own risk, and without pay, and the second Master is now trying to keep it together on a reduced scale, and contemplates an application to the Council to continue to him the former monthly allowance of 20 Rupees for books. The Head Master has left the School to seek employment, and the Pundit has been appointed, at the Principal's recommendation, to the Baulia Government School.

Study of the Vernacular.

104. In this branch of study the examination papers of the various classes show a most satisfactory progress, which reflects great credit on the Superintending Pundit and his Subordinates, and on the Students. With a view to encourage the attention of the latter to this important study, the promotions of those who were found deficient in this department of knowledge, have, during the past year, been stopped, which has had a good effect in stimulating their application.

School fees or Charges for Education.

105. The Committee of Masters referred to, in the last Annual Report, have completed the labour of revising the rates of charge throughout the Institution, and the result is an increase on the average of last year, of Rupees 39-6-8.

In the Branch School the average amount of the monthly collections for the past, compared with that of the present, year, shows an increase of Rupees 10-9-4.

In the Sectapore School the average monthly collections, out of 100 Students, are only Rupees 17-11-8.

The Committee's duties are now chiefly confined to cases of appeal and to regulating the rates of newly admitted Students. Mr. Clermont, the Head Master of the Junior Department, is now President of the Committee, instead of Mr. Rochford, who has been relieved from this extra duty.

In connection with the subject the last Report suggested the propriety of fixing the number of those educated gratuitously, as is done in the Hindoo College. There are now on the free list of the College 260. It was suggested that the number might be gradually brought down to 150 by admitting no more free Students, save occasionally, as an exception to the general rule of payment, until the required reduction should be brought about. This suggestion has been approved of by the Council, and the limit proposed will be attended to in future admissions.

Changes of Instructors.

106. In the College there are no changes to record, but in the Branch School a vacancy occurred, owing to the appointment, on the 1st August 1843, of Baboo Bhuggobuttychurn Mullick, teacher of the Junior Class, to the supernumerary class in the College. Bhuggobuttychurn's place is supplied by Baboo Prosonochunder Sirkar, formerly a student of the Hindoo College. Another vacancy was caused by the lamented death of the Head Master, Baboo Parbuttychurn Sirkar. The vacancy has been filled up by the promotion of the 2d Master, Baboo Khettermohun Chatterjee, who had performed his duties most creditably since he was attached to the School. To Baboo Khettermohun Chatterjee's place a brother of the deceased Baboo Pearychurn Sirkar, a young man, who held a Senior Scholarship for two years in the Hindoo College, has been appointed.

Oriental Department.

107. The number of admissions and withdrawals and daily average attendance during the past year, and the grand total on the rolls on the 1st May 1843 and the 1st May 1844, are as follows:

Institutions.	Christians.	Mahomadans.	Hindoos.	Total.	
				1843.	1844.
Mudrussa of Hadji Md. Mohsin.					
Number of admissions, ...	0	73	6		
Ditto of dismissals, ...	0	36	0		
Ditto of withdrawals, ...	0	8	1		
Ditto on the Rolls ending 1st May 1843,	0	223	2	225*	0

* The total number in the Mudrussa in the Printed Report of April 1843, was stated to be 387, but that is a mistake which arose from the

Institutions.	Christians.	Mahomadans.	Hindoos.	Total. 1843.	Total. 1844.
Number on the Rolls ending 1st May 1844, ...	0	252	7	0	259
Daily average attendance 186.					
Muktub at Hooghly.					
Number of admissions, ...	0	28	4		
Ditto of dismissals,.....	0	13	0		
Ditto of withdrawals,.....	0	15	2		
Ditto on the Rolls ending 1st May 1843,.....	0	52	4	56	0
Ditto ditto 1st May 1844,.....	0	52	6	0	58
Daily average attendance 36.					
Mudrussa of Seetapore.					
Number of admissions, ...	0	15	0		
Ditto of dismissals,.....	0	0	0		
Ditto of withdrawals,.....	0	16	0		
Ditto on the Rolls ending 1st May 1843,.....	0	41	0	41	0
Ditto ditto 1st May 1844,.....	0	40	0	0	40
Daily average attendance 35.					
Grand total on the Rolls on 1st May 1843,.....	0	316	6	322	0
Ditto ditto 1st May 1844,.....	0	344	13	0	357
Ditto of daily average attendance 257.					

These returns exhibit a slight increase in this department, although 49 have been struck off the rolls during the year for irregularity of attendance.

The discipline of this department will be more particularly adverted to hereafter in reference to the Visitor's Report. It may be enough here to state that measures have been adopted for its improvement, though the system of study among Mahomadans does not admit of very efficient checks. One change has been introduced however which has secured better attendance. The class roll of each class is now submitted to the Principal every month, and the names of those who are very irregular are struck off, which has produced a better attendance.

names being taken from the class rolls, in which they are frequently repeated several times, owing to many of the Students being in several classes. The number should have been as above 225.

Examinations and progress of study.

The examination of this department was conducted by the Hafiz of the Calcutta Mudrussa, assisted by Mouluvees Abdurrahim and Mohammad Ujhi.

Attendance of the Mouluvees.

108. The Mouluvees have been regular in their attendance. The Head Professors Mohammad Akber Shah and Meer Mohammad have laboured assiduously in their departments, and have shown a disposition to aid the Principal on all occasions, in introducing rules and changes intended to check irregularity, and the Mudderrasin generally have been attentive to their duties.

During seven years that Mouluvee Mohammad Akber Shah has been attached to this College, he has been absent only a few days of study, and that, owing to sickness and unavoidable causes: Mouluvee Meer Mohammad, the Head Sheeah Mouluvee, who has now been four years in the College, has also exhibited exemplary regularity in his attendance. He obtained leave in April last for five* months to go to Lucknow on urgent private affairs.

109. The examination of the Branch School was conducted by the Head Mouluvees, and their Report is favorable.

110. The examination of the Seetapoor Madrussa was conducted by Mouluvee Mohammad Akber Shah, and exhibits reasonable progress. The Examiner has recommended the following Students for prizes:

1. Mohammad Tyaz.
2. Mohammad Rashed.
3. Moojeeb Ooddeen Ahmud.
4. Abdool Mabood.
5. Gholam Sufdar.
6. Qum Ruddeen.
7. Abbas Ali.
8. Rosool Bukhsh.
9. Syud Hyjut Oollah.
10. Najeeb Uddeen.
11. Tummeezooddeen.

Changes of Instructors.

111. Mouluvees Tofuzzul Ali, Teacher of Regulations, died on the 16th of August last; he was well qualified for his office, but his health had been long very delicate. Several candidates were examined for this appointment by the Principal on questions sent to him for that purpose by the Council, to whom the answers have been returned. These papers having been submitted to Mr. Hawkins, Register of the Sudder Court, who had prepared the questions, his decision was in favour of Ramtarak Roy, whose answers were far the best, and the Council accordingly awarded the appointment to him on the 30th December 1843. Mohammad

* Under the former rules, as his application was made before the new regulations were promulgated.

Idrees, a student of the Mudrussa, had officiated in the mean time, drawing half the allowance of the situation with the sanction of the Council.

The Principal had, in a letter of the 2nd April 1843, suggested the abolition of the Regulation Class, with reference to the circumstance of one of the Mouluvees being allowed an addition of 20 Rupees to his pay for the express purpose of teaching Regulations; but on further consideration, as there were a number of Hindoo students in the Regulation Class, who could not be brought into one of the regular classes of the Mudrussa, he was induced, on being called on by the Council to give his opinion against this measure.

In the acting appointment of 2d Mouluvee of the Branch School referred to in the last Report, Mouluvee Ismut Oollah was eventually confirmed in June 1843.

Mouluvee Asud Ali, the Head Mouluvee of the Branch School, applied for and obtained in November last, three months leave of absence on sick certificate. Seeraj Ooddeen, a student of the College, proposed by Mouluvee Asud Ali and pronounced duly qualified by the Head Mouluvees, was permitted to act for him during his absence.

Scholarships.

112. On the 12th February last, His Honor the Deputy Governor of Bengal, the President, and several Members of the Council of Education, went up to Hooghly to distribute the Scholarships and Prizes awarded during the past year. His Honor first distributed the prizes of the Hooghly Branch and Infant School, and then proceeded to the College where the distribution took place in the large hall in presence of a numerous audience to whom at its close, His Honor addressed a brief and emphatic speech, which terminated the proceedings, and is appended to this Report.

The following is a return of the Scholarships awarded in the past year in both departments:

SENIOR ENGLISH.

Renewed.

1. Noruttun Mullick, 3d year, Rupees 40.
2. Hurrymohun Chatterjee, 3d year, Rupees 40.
3. Gungachurn Sirkar, 3d year, Rupees 40.
4. Degamber Biswas, 2d year, Rupees 30.
5. Nobinchunder Doss, 2d year, Rupees 30.

Awarded.

6. Jadobchunder Bose, 1st year, Rupees 30.
7. Gooroochurn Chatterjee, 1st year, Rupees 30.
8. Gooroochurn Doss, 1st year, Rupees 30.

The cases of the three last candidates being somewhat doubtful, they were subjected, in addition to the usual test of written questions, to an oral examination before the Council, which took place on the 28th December last.

These are all the Scholarships assigned to the Senior Department of this College, including the one open to general competition for which there was no out competitor. Of the three awarded this year, one is that which fell vacant by the death in April 1843, of Shamkristo Paulit, as mentioned in the last Report.

JUNIOR ENGLISH.

Renewed.

1. Jodoonath Doss, 3d year, Rupees 8.
2. Satcowry Roy, 2d year, Rupees 8.
3. Juggesser Ghose, 2d year, Rupees 8.

Awarded.

4. Baneemadhub Bose, 1st year, *vice* Hurrochunder Bose forfeited, Rupees 8.
5. Mothoormohun Ghose, 1st year, *vice* Kadarnath Biswas forfeited, Rupees 8.
6. Kaliprosono Chatterjee, 1st year, *vice* Bhoobun Mohun Sen forfeited, Rupees 8.

Zemindary Scholarships.

7. Gopalchunder Bundo, 1st year, Rupees 8.
8. Shamachurn Ghose, 1st year, Rupees 8.

Of the Scholarships awarded, the three first fill up vacancies caused by forfeiture for not having made reasonable progress. The two last are Scholarships of 8 Rupees each respecting which some explanation is necessary. These do not form a charge to the Government, they will be paid out of the interest of the balance of about 5,000 Rupees of the fund subscribed for building the Zemindarry, or as it is now called, the Branch School at Hooghly. The interest was for several years paid in sums of two, three and four Rupees to poor deserving students, recommended by the Principal, to enable them to continue their studies. The Committee of the Zemindarry Fund, however, having proposed last year, that the interest specified should be applied to meet the charge of two Scholarships to be called the "Zemindarry Scholarships," the Council assented to the proposal and the money has been available for that purpose since September last.

A condition of the award of these Zemindarry Scholarships was, that when Branch School and College competitors coming up to the required standard were found equal, the former should have the preference; but the successful candidates this year belong to the College, though two Branch School Students Hurronauth Mittre and Koylashchunder Chatterjee stand very high, and had none of the other candidates been superior, would have had Scholarships awarded to them.

Branch School Junior English.

The Scholarship assigned to this Institution was gained last year by Isserchunder Dass, since promoted to the College, and as he has made the reasonable progress required, he is entitled to a renewal of his tenure.

113. The following is Major Ouseley's Report on the Examination for Senior Oriental Scholarships.

"On the 19th and 20th ultimo, I examined the candidates for Senior and Junior Oriental Scholarships at the Hooghly College.

"The number of candidates for Senior Scholarships was twenty-eight, including ten who obtained Scholarships last year, and who by the terms of their appointment were required to undergo examination on the present occasion. The number of candidates for Junior Scholarships was forty-seven similarly, including 10 (ten), the Scholars of last year.

"On a careful comparison of the papers performed by the various candidates, I have the honor to recommend the following eleven students for Senior Scholarships, viz.

1. Abdoor Ruhman, ...	For Mohammad Mohsin's Scholarships of 50 Rupees each per mensem.
2. Feyzoollah, ...	
3. Fuzelut Hossein,.....	For Scholarships of 20 Rupees each per mensen.
4. Mohammad Idrees, ...	
5. Vukeel Uddeen, ...	
and	
6. Ghoolam Mehdhy, ...	
7. Mohammad Ismail,* ...	Scholarships of 15 Rupees each per mensen.
8. Abdool Moojeed,..	
9. Ghoolam Sufdar, ...	
10. Mohammad Rashed, ...	
11. Seraj Ooddeen, ...	

* The Council did not sanction this renewal of a Scholarship of inferior grade to Mohammad Ismail, as it is opposed to the principle on which the Scholarships are conferred, according to which falling short of the required standard involves forfeiture.

"Six of the students above named are senior scholars of last year. Abdoor Ruhman held a Scholarship of 20 Rupees, Mohammad Idrees and Vukeel Ooddeen of 15 Rupees each, and Mohammad Ismail of 20. The three first deserve promotion, but Mohammad Ismail seems to have fallen off, and is only entitled to the 3rd (third) grade of senior scholarships, instead of the 2nd which he obtained last year.

"The four remaining senior scholars of last year have so decidedly failed in the performance of their exercises, that I am reluctantly compelled to recommend, that their scholarships be forfeited. The failure of Ameer Mohammad who received one of the 1st Class Scholarships of 50 Rupees last year, is so egregious, that it is quite evident he must have obtained unfair assistance at last year's examination, notwithstanding all the precautions taken to prevent it. His performances on the present occasion do not entitle him even to a 15 Rupee Scholarship. The names of the unsuccessful stipendiaries who ought to lose their Scholarships are, 1, Ameer Mohammad, 2, Allee Akbur, 3, Ghoolam Nujuf, 4, Zoolfokar Alee, the first receives 50 Rupees per mensem, the remaining three 15 Rupees each.

"For the Junior Scholarships of the present year I beg to recommend the undermentioned sixteen students as the most deserving, viz.

1. Inamool Huqq.
2. Mohammad Hossein Kermani.
3. Acnool Islam.
4. Hilal Ooddeen.
5. Shekh Abdoollah.
6. Ghoolam Akbur.
7. Alee Asghur.
8. Ghoolam Punjuttun.
9. Rosool Bukhsh.
10. Sukhawut Hossein.
11. Seyud Aman Oollah.
12. Zuhooral Hossein.
13. Noor Mohammad.
14. Seyud Khadim Hossein.
15. Nuzur Ali.
16. Hyder Hossein.

"I have assumed that, including the junior scholarships opened to public competition, there are 16 junior scholarships available; nine of the above list are junior scholars of last year—only one has subjected himself to a forfeiture of his scholarship, his name is Sufdar Alee.

"The Arabic examination papers of both Departments, Senior and Junior, are transmitted for the inspection of the Council of Education."

Report of the Visiting Member.

114. On the 24th of August last, Dr. Mouat, the Member appointed to visit and report on the College, went up to perform this duty. The Visitor examined the muster rolls, registers of attendance of Masters and Students, &c.

went through the whole College and examined several of the classes, especially those of the Senior English department; he afterwards went through the Oriental classes. The Visitor expressed himself highly satisfied with the "excellent order and method" of the English department, and with the result of his examinations of the classes.

With respect to the Oriental department, the Visitor reports, that from the answers he received from the Mouluvees, he judges that they prefer a great variety of works and superficial showy knowledge, to solid instruction, and is of opinion that although their attendance is generally good, the Institution will turn out few good scholars, while the present lax system of study and of attendance of the students prevails.

With reference to these remarks on the Oriental Department, a new course of study, some change of discipline and some more stringent rules of attendance, especially as respects the Scholarship students were proposed by the Principal in concert with the head Mouluvees, and sanctioned by the Council, and these have lead to improvement as to the points noticed, though it is to be feared that the regular discipline of the English department is quite incompatible with the habits of Mahommadan students, and the circumstances of those in this Mudrussa.

It should be observed, that in spite of the defects referred to, the Mudrussa has made no inconsiderable progress, if the results of the Scholarship examinations may be considered a test; and that in its discipline such as it is, it is probably equal to any Institution of the kind, though one exception of a very flagrant nature, the first, and it is to be hoped the last of the kind, has now to be recorded.

Riot in the Mudrussa.

115. The breach of discipline here referred to, was so outrageous that it has been found necessary to visit it with the severest measures.

The new rules of attendance required all the students of the Mudrussa to come at 11 and remain till 4, when the College breaks up for the day. Some of them having violated this rule, the Principal ordered the gates to be closed, and desired the Durwans to bring to him any one attempting to go out without a pass. In March last several students in defiance of these orders attempted to force their way out, and in consequence of the Durwan's complaining of them, they with a number more committed a cowardly and riotous assault on the Hindoo Durwan, for refusing in the regular discharge of his duty, to allow them to go out before the proper time. The ringleaders identified by the Durwan

were handed over to the Magistrate, and all who appeared to his summonses, sentenced to imprisonment. One, Ghoolam Mahbood, who attacked the Durwan in presence of the Head Mouluvees Akbar Shah and Meer Mohammad, and several other Mouluvees, to 3 months, the others to 2 months each. Two of the rioters identified were not arrested, having absconded. The Principal having also investigated the matter and made his report to the Council, it was decided that our Secretary should visit the College, and announce the decision to which we had come, after considering all the information placed before us on the subject.

Dr. Mouat, accordingly went up, and the students of the Mudrussa being all assembled, he addressed to them a speech in which he emphatically announced to them the sense the Council entertained of such flagrant breaches of discipline, their determination to repress them by the severest penalties, and their decision that the following students be ignominiously expelled the College:

Ghoolam Mahbood.
Aman Oollah.
Syud Abdoollah.
Shekh Abdollah.
Hyder Ali.
Athur Ali.
Ahmuddi.
Fyzeelut Hossein.
Mohammad Hossein Kermani.

Mohammad Hossein Kermani's expulsion had been previously ordered, for sending direct to our Secretary (which is in itself a violation of the Rules) a false and insolent petition, against the Principal and the Head Mouluvee Akber Shah, in reference to the riot. Ghoolam Mahbood had also forwarded a petition, to which he had affixed the names of many students who were altogether ignorant of the petition and its contents, thus adding the offence of forgery, including that of carrying away books belonging to the College which he pledged to some one in the town, to his other misconduct.

The Visitor's address also conveyed the high approbation of the Council, of the spirited conduct of Mouluvee Akber Shah, in rebuking the rioters and endeavouring to protect the Durwan, when both were surrounded by a body of excited students, all apparently eager to attack the latter. The Visiting Member also intimated the dissatisfaction of the Council, with the conduct of Mouluvee Meer Mohammad, the chief Shea Professor, and other Mouluvees who had witnessed

the transaction, and made no efforts to protect the Durwan and support the discipline of the Institution.

These measures of just severity, will, it is hoped, effectually prevent the recurrence of any such disgraceful conduct as that above recorded.

Libraries.

116. The reports of the books of the English and Oriental Libraries, and of their condition, will be found on the whole satisfactory, and reflect credit on the Librarians, and on the Students of both departments. Some books have been taken away by students but of these several may be recovered. Great use is made of the Library both by Masters and Students, and of course many of the books are now considerably worn, but not more than might be reasonably expected.

Mr. Vernieux, the Librarian of the English Department, obtained six months leave of absence from the 20th November last, on sick certificate. His place has been filled during his absence by the Assistant Librarian Koonjobehary Chukrobutty, whose conduct has always been highly satisfactory, and who is quite capable of performing the duties of Librarian. He is assisted by Ramchunder Goopto, a steady young man, recommended by one of the Pundits.

Allowance for Books.

The allowance of books for this Institution has been found insufficient in the Oriental Department, (requiring as large an expenditure for books as the English or larger) a feature of this Institution, which seems to have been overlooked when the same amount only of book money was fixed for the Hooghly, as for the Hindoo College. This subject having been brought to our notice, an addition of 35 Rupees to the allowance of 180 per month, making the aggregate allowance for the College and Subordinate Institutions, up to Rupees 215, has been awarded, and the whole is to be considered available for all or any of the Institutions as required, the accounts of each being kept distinct.

Students who have obtained Employments.

117. The following is a return of students who have left the College, during the year to accept the employments indicated.

Girishchunder Chatterjee, ...	2nd Master of the Bhaugulpore School.
Mothooranath Banorjee,.....	Abkaree Darogah at Sulkeah, 24-Pergunnahs.
Jadoonath Set, ...	Darogah of Salt Chokee at Goburdangah under Hooghly Collectorate.

Khettermohun Banorjee,	2nd Master Umorpore School.
Modhoosooden Ghosal,	2nd Master Bansbarea School.
Junmajoy Dass,	3d Master of the Azimghur School.
Kalinath Mookerjee,	Hospital Writer in Her Majesty's 29th Regiment.
John Cardozo,	Clerk in the Office of Rustomjee Cowasjee, Esq. at Calcutta.
Delawur Ali,	Mahommadan Law Officer in the Civil Court of Sylhet.
Mohammad Idrees,	Mohafiz in the Hooghly Collectorate.
Vokeel Ooddeen,	Professor of Law in the Government School at Commillah.
Momtaz Ali	Mohurrer in the Hooghly Collectorate.
Ramtarak Roy,	Mouluvee of the Regulation Class in the Mudrussa of this College.

The following have passed examination for Moonsiffs and obtained Diplomas.

Degamber Bisswas.
Ramtarak Roy.
Lalla Chuneelall.

Encouragement afforded by Public Functionaries to the Students.

118. Mr. Donnelly, the Officiating Commissioner of Abkary, has taken great interest in the students of this Institution. He has employed one of them, and promised, when vacancies occur, to take others into the service in his department, and to provide for them all as opportunities offer, if they will qualify themselves. In a letter addressed to our Secretary, Mr. Donnelly remarks that the "great obstacle to the appointment of most Native lads educated at the several Public Institutions is, that they cannot read written Bengalee with fluency, that they are much better acquainted with English than their own language," and that "unfortunately most of them are unwilling to undergo the drudgery of learning official duties in the subordinate grades of service." As respects the inability to read and write Bengalee fluently, Mr. Donnelly's remark does not apply to the Hooghly College. The objection to enter the

service in the subordinate grades may partly arise from an aversion to the drudgery required in them, but is, perhaps, chiefly caused by the difficulty of giving the pecuniary security exacted. For a Darogahship in Mr. Donnelly's department for instance, the incumbent must give a security in Company's Rupees for 1,000 Rupees—a great majority of students in the Hooghly College, would find it impossible to comply with that condition.

The extreme poverty of the greater number in this Institution induces many to accept situations of Junior Masters, or any other, even on smaller pay, and thus to leave the College long before their education is completed, whence an erroneous and unfavorable judgment is sometimes formed of the nature and value of the education received in the College. All who can, endeavour to remain to qualify themselves for employment in the public service.

119. Mr. D. J. Money, the Officiating Collector of Hooghly, has also manifested a great desire to encourage the meritorious students of this College, by appointing them to fill up vacancies in his department. Several whose names are given above, have been so appointed conditionally on the approval of Government, and more are likely to be, if those already in office perform their duties creditably. The Senior Class of the English Department have expressed their grateful sense of Mr. Money's preference and it is very generally appreciated in the College, and likely to operate as a stimulant to the good conduct and diligent application of all the students in order to merit such favour, to which they have been apprized, that character and ability alone can give them a claim. In his letter to the Principal announcing Mohammad Idrees' appointment as Mohafiz Mr. Money observes:

"The public good as well as the Government interests, are best consulted by the disposal of appointments in the Local Courts, as rewards for high distinction obtained in the Public Seminaries of Government. The most responsible appointments have been too long held by men of low attainments, and what is of more serious consequence, by men whose Education has not been such, as to impose upon them sufficient restraints against moral delinquency."

* * * * * * *

"I would request you to explain to Mohammad Idrees upon his leaving the Hooghly College, the great responsibility attached to this his first appointment, and to impress upon him the necessity of exerting himself to the utmost in the duties in which he will be employed, and of remembering always that it is not talents alone, but the fear of God, which will enable him to perform those duties, as well as all others throughout

his official career in which he may be engaged, with satisfaction to himself, as well as the Government he serves."

Drawing Classes.

120. The time devoted to this study is short, and the number of those disposed to cultivate it or exhibiting any natural talent for it, is few. The English class consists only of 8. These seems to have made a reasonable improvement, considering their means and opportunities of study.

The Oriental Class which is taught by the Koosh Navish, Mirza Mobarak Ali, only commenced in July 1842. It consists of 9 students, only 3 of whom are Moosulmans and 6 Hindoos, who prefer the Mirza's instruction. The progress of the students has been reasonable; but among the Mahommadans we cannot expect the cultivation of this study to be much extended, except as to the delineation of objects of inanimate nature. It is a matter of surprize to find even the few in this class drawing human bodies and features.

State of the Buildings.

121. The College and Branch and Infant Schools are all in good condition, the two latter only required the usual slight annual repairs, which were made during the Dusserah vacation. The Umarpore School has been kept in repair by the late Proprietor. The Seetapore School has been repaired in January last.

The College Ghaut was damaged in January last by the periodical boars, but was repaired under the superintendence of the Executive Engineer. It has been again undermined in another part, by the tides, and is now about to be repaired by the same department.

General Results.

122. In conclusion on a revision of the proceedings and returns of the past year the results may be considered satisfactory. All the Scholarships assigned to the English department, both in the College and Branch School, have been gained. In the Oriental Department 10 out of 14 Senior Scholarships, and the whole of the Junior Scholarships (16) have been also awarded, while the examinations, with few exceptions, show improvement, and especially in the vernacular department, to which so much importance is attached.

The Grand totals of students of all sects in the College and subordinate Institutions, as borne on the books at the termination of the years 1842-43 and 1843-44 respectively, were as follows:

1st May 1843,.....	1,447*
1st May 1844,.....	1,481

* This number in the Report as printed was 1,609, owing to the mistake in the Oriental Department already pointed out.

These numbers exhibit during the past year an increase, and in the English Department, though there has been a falling off in the Subordinate Institutions, that has been more than counterbalanced by the large augmentation of the numbers in the College, the classes of which are in fact all full, as are all those of the Hooghly Branch School. A further proof that there is no decline in the demand for Education in this district, is afforded in the circumstance of two more private Schools having been established, one at Bansbaria about 10 months ago, referred to in the last Report as about to be set up, which was visited by the Principal (at the request of the Proprietor) in December last, when it had 135 students and was flourishing; and another at Chinsurah which commenced only about three months ago and already numbers about 140 students. This last is conducted by an Ex-Student of the College, and is supported entirely by the charges paid by the students.

123. At the annual distribution of Prizes the Hon'ble W. W. Bird delivered the following speech:

"When I was last here I did not expect to be present at another Annual Meeting, but I am glad that it has happened otherwise, as an opportunity has been thus afforded me of marking the progress for a still further period of an Institution in which I feel, and always have felt, the deepest interest. Although it has not been so long in existence as the Hindoo College, and cannot be expected to be so far advanced as an educational establishment, yet it is not perhaps doing less good in proportion to it's means, and in one respect it possesses an advantage over that Institution in as much as it does not confine itself to diffusing instruction to one class only of the Native community, but imparts it to all, whether Hindoo or Mahomedan, and in various languages, namely, English, Arabic, Persian, and the Vernacular—like a fountain in a desert land sending forth it's streams, through different channels, to impart new life and new vigor to every thing capable of cultivation in the surrounding country.

"In one respect indeed the Hooghly Institution appears to be in advance of the Hindoo College, I mean as regards Vernacular Education. The Report says that in this department the examination papers of the various classes shew most satisfactory progress, which reflects great credit on the Superintending Pundit, and his Subordinates, and on the Students. This is as it should be. But observe the consequences when Vernacular Education is neglected. Mr. Donnelly, a gentlemen high in the Civil Service, who takes great interest in the improvement of the Natives, has remark-

ed in a letter addressed to the Council of Education, (a remark which I am happy to find does not apply to the Hooghly College,) that "the great obstacle to the appointment of most "Native lads educated at the several Public Institutions is "that they cannot read written Bengallee with fluency, and "that they are much better acquainted with English than "with their own language." The same gentleman also remarks "that unfortunately most of the young persons so "educated are unwilling to undergo the drudgery of learning "official duties in the subordinate grades of the Service." The former of these defects is easily remedied by paying the same attention in other Institutions to the study of the Vernacular Languages as is done in this. The latter is a matter of grave consideration for the Council of Education, to whom I commit the care of devising some effectual means for overcoming so serious an evil.

"Let me not however be misunderstood. Do not imagine for a moment that I think lightly of English Education. Far from it. I look to English Education not merely as the channel for conveying to the Natives at large a knowledge of European Literature and Science, but also as the means of bringing them to the bar of public opinion, and of leading such as are in official employ to consider not only what Government think of their proceedings, but what is thought of them by the public—for I am convinced that until they feel and think as English ideas alone can enable them to feel and think, and are capable of appreciating duly the advantage of public praise and the shame of public disgrace—it is vain, in the absence of higher motives, to look for much moral improvement. But at the same time it is superlatively absurd to see a Native inflated with his English knowledge, unable to read or speak with correctness and fluency his mother tongue. Such a man, whatever may be his acquirements in English, must be a laughing stock to his fellow countrymen, while unable to impart to them in the only language they can comprehend the knowledge on which he so highly prides himself; and I can tell him that he will never be deemed qualified for the Service of Government unless he is fully acquainted with both.

"It has gratified me extremely to read in the Report, that the Students of the 1st Class regularly go down to Calcutta every week, to attend the Advocate General's Lectures on Law. It evinces zeal for the acquisition of useful knowledge highly creditable to the College, and I feel it my duty again to thank Mr. Edwardes Lyall for his disinterested and laudable exertions in the cause of Native Education.

"In conclusion it only remains for me to express my sincere conviction that under the continued superintendence of the eminent persons to whom the care of the Institution has been entrusted, there is every reason to believe that with the blessing of Divine Providence it will be the means of effecting, in a far greater degree than ever was contemplated by the Founder, the real and substantial good of his fellow creatures, and of perpetuating his own fame, as well as that of the British Government, from generation to generation."

124. In conclusion we beg to express a hope that our proceedings for the past year will be approved of, and that we shall be deemed by your Honour, to have spared no effort in our power, to advance the important interests entrusted to us.

We have the honor to be,
Hon'ble Sir,
With the greatest respect,
Your Honour's most obedient
and very humble Servants,

C. H. CAMERON.
F. MILLETT.
FRED. JAS. HALLIDAY.
C. C. EGERTON.
RUSSOMOY DUTT.
RADHAKANT DEB.
FRED. J. MOUAT, *M. D.*,
Member and Secy.

COUNCIL OF EDUCATION,
July 1st, 1844.

The following are the Reports on the Provincial Colleges and Schools subordinate to the Government of Bengal:

DACCA COLLEGE.

8TH YEAR.

Local Committee on the 30th April, 1844.

J. Dunbar, Esq., Commissioner.
J. F. G. Cooke, Esq., Civil and Session Judge.
J. G. Campbell, Esq., Officiating Collector.
H. B. Cooper, Esq., Officiating Magistrate.
J. Taylor, Esq., Civil Surgeon.
Revd. H. R. Shepherd, Chaplain.

J. Reily, Esq., Principal Sudder Ameen.
J. P. Wise, Esq., Indigo Planter.

ESTABLISHMENT.

J. Ireland, Esq., Principal and Secretary Local Committee.
Mr. W. Sinclair, Head Master Senior Department.
Mr. E. Fell, 2d ditto ditto.
Mr. M. M. Chill, 3d ditto ditto.
Mr. J. W. Watson, 4th ditto ditto.
Hurro Chunder Pundit.
Mr. T. Harris, Head Master Junior Department.
Baboo Soorjo Coomar Mookerjee, 2d ditto ditto.
„ Ramnarain Seal, 3d ditto ditto.
„ Khoderam Chund, 4th ditto ditto.
„ Kassub Lall Chund, 5th ditto ditto.
Mr. B. Demetrius, 6th ditto ditto.
Goluck Chunder Surma, 1st Pundit.
Nilmony Borat, 2d ditto.
Rammanick Sing, Librarian.
Petumber Doss, Writer.

The examination of the College took place in the month of September. The number of admissions since the previous examination had been 110, at an average age of 8½ years, while on the other hand 37 had left, 4 had died, and 35 had been expelled for irregular attendance. The actual number of boys belonging to the College had increased from 344 to 378, of whom 96 formed the Senior, and 282 the Junior Department.

The Senior Department was divided into four classes. The first consisting of 17 pupils, whose ages vary from 25 to 15 years, had read portions of the works of Shakspeare Addison and Pope from Richardson's Selections, and some of Bacon's Essays. They had studied the History of Rome from Marshman's Brief Survey, and of Italy from Taylor's Modern History. They had read a considerable portion of Woollaston's Physical Geography, and were able to sketch Maps of parts of the Continents of Europe and Asia. In Mathematics they had read the four first books of Euclid, and Algebra as far as Quadratic Equations. The remainder of their studies consisted of Vernacular reading and translation, Book-keeping, and original composition on different subjects.

The second class of 19 pupils, also varying in age from 25 to 15, had read the Poetical Reader No. 4, Prose Reader No. 6, Goldsmith's History of England to the reign of Henry VIII., Clift's, and a portion of Goldsmith's Geography, Geo-

metry to the end of the 1st book of Euclid, and Algebra to Simple Equations. They had received instructions in popular Mechanics, Astronomy, and Book-keeping. They had also read and composed in the Vernacular, and translated therefrom into English and vice versâ.

The third class containing 25 pupils, from 23 to 12 years of age, had studied the Poetical Reader No. 3, Prose Reader No. 5, the History of Rome to the Commonwealth, and Geography with reference to the Globes. They had read to the 30th Proposition of the 1st book of Euclid, with Vulgar and Algebraic Fractions. Vernacular Reading and Grammar, with translation and composition, complete the extent of their studies.

The pupils of the fourth class, 35 in number, from 20 to 13 years of age, were reading the Prose Reader No. 2, and the Poetical Reader No. 2, with Lennie's Grammar. They had read the History of Greece and part of that of Rome from the Universal History, and were acquainted with the Geography of Europe Asia and Africa. Their studies in Mathematics were confined to Vulgar Fractions and Algebraic Division. In the Vernacular they read with reference to Grammar, translated, and composed on various subjects.

The Junior Department was divided into four classes. The first consisted of 38 boys whose ages varied from 8 to 24 years; their studies did not come up to the standard prescribed by the Rules. The second class contained 42 boys, from 10 to 17 years of age. The third class was subdivided into two Sections, one of 53 and the other of 51 boys; their ages varied from 7 to 17 years. The fourth class consisted of 98 boys from 7 to 13 years of age.

The average attendance of pupils in both departments during the year was 217, more by 51 than at any former period, but still much below the due proportion.

The Committee were of opinion that though there was room for improvement, yet much good had been done; and that the pupils had on the whole made satisfactory progress during the period embraced in the Report. The number* of admissions during the year was considered by the Government a satisfactory proof that the College was gaining ground in public estimation, and the general improvement in the qualifications and conduct of the pupils was thought to answer the highest expectation that could have been formed from the previous condition of the College. The Principal was directed to apply

*Dacca, ...	95
Furreedpore, ...	7
Jessore, ...	2
Backergunge, ...	2
Mymunsing, ...	2
Upper Provinces,	2
	110

himself to correct the evils in the system of instruction heretofore pursued, and especially to take care that the pupils of the Junior Department were well grounded in the first principles of Grammar and Arithmetic, which had evidently been heretofore neglected. The practise of teachers in giving an undue share of attention to the pupils at the head of a class and neglecting those who were more backward, was reprobated as unjust towards the boys themselves, and injurious to the character and usefulness of the Institution. The Committee were likewise desired to take measures for relieving the junior classes of the numerous adults who now attend with little benefit to themselves, and manifest detriment both to the morals and the intellectual progress of the younger boys.

Four senior Scholarships of Rupees 30 a month each were awarded to the following Students: 1. Juggobundhoo Mukerjea, 2. Kishn Chunder Sein, 3. Rajkisto Paul, and 4. Kistosunder Ghose.

Bissumber Doss, Anund Chunder Doss, Kalee Churn Ghose, and Bhugwan Chunder Bose were considered entitled to retain their junior Scholarships: and those held by Rajkisto Paul and Kisto Sunder Ghose were awarded to Bungo Chunder Chuckerbutty and Bhugobuttee Churn Gangoolee. The papers of the successful competitors for senior Scholarships were submitted to Government, and thought to evince considerable knowledge of the subjects on the part of the Students.

To meet the complaint of the Principal and Masters that the number of Scholars had exceeded the ability of the existing establishment to teach them, the Government sanctioned the entertainment of two additional English Masters, Mr. E. Fell, formerly second Master of the Patna School, and Mr. J. W. Watson, a Graduate of the Aberdeen University, on salaries of Rupees 150, and Rupees 100 a month respectively, and the transfer to the Junior Department of Soorujkoomar Mukerjea, who had previously been employed in instructing the senior classes, a duty for which he was not properly qualified. The Committee were likewise authorized to entertain an additional teacher whenever the increase of pupils might render it necessary to form a new Section.

The Committee have passed certain Rules for the purpose of ensuring a greater degree of regularity in the attendance of the pupils, which it is hoped will have the desired effect. They were enjoined to persevere in the use of vigorous measures for this purpose, and to make known to the pupils that absence without leave would be a bar to the acquisition of a Scholarship.

The Government expressed a desire that steps should be taken to introduce gradually and cautiously the system of making the pupils contribute towards the expense of their education, and with that view the Committee were requested to report on the propriety of fixing a limit to the number of free Students in each Department, and demanding a payment of not more than one rupee per month from others in the Senior, or eight annas in the Junior Department. An attempt made by the Committee during the past year to exact payment for books, &c., supplied out of the College store to the pupils, though obstinately resisted for some time, was in the end completely successful.

The Students are represented to avail themselves largely of the means of information afforded to them by the College Library, to which an addition of nearly 500 volumes has been made during the past year, and from which 669 volumes were issued during the same period to the Senior Students for private study at home. The Committee were informed that the Library Medals were still open to competition on the terms set forth in parapraph 39 of the late General Committee's letter, dated the 30th October 1840, and that it would afford much satisfaction to the Government to learn that any of the Students had been thought deserving of the reward.

The Principal reported that the new building in course of erection, which, it was mentioned at page 131 of the last Annual Report, had been sanctioned on a plan and estimate submitted by the Military Board, was unsuited to the purpose for which it was designed, and that some alterations and additions would be necessary before it could be occupied as a College. The form of the building being a square with an open space in the centre, and the staircase being at one of the angles, it would be necessary for a boy to pass through all the rooms on two sides of the building before he could reach the class room at the opposite angle. In the opinion of the Principal, the rooms were all of too small dimensions, and neither lighted nor ventilated in a proper manner. The Committee thought that it would be more advantageous to allow the building to be finished before proposing any alterations, but it was considered by the Government obviously preferable to call upon the Military Board to take at once into their consideration the Principal's objections to the building, in order that if necessary a remedy for the faults complained of might be applied before it was too late. The Committee were likewise directed to place themselves in communication with the Executive Officer on the subject.

The proposal of Baboo Ramlochun Ghose to establish, in subordinate connexion with the College, a Patsalah for promoting the study of correct Bengalee in the City and District of Dacca, in furtherance of which he offered to contribute Rupees 3,000, was not approved, as the charge upon the Education Fund would be large, and the Baboo's Donation was conditional on restricting the benefits of the Patsalah to Hindoos of certain castes. It was also thought that ample means for Vernacular instruction in the College had been already provided.

JESSORE SCHOOL.

6TH YEAR.

Local Committee on the 30th April, 1844.

E. Bentall, Esq., Judge.
J. Anderson, Esq., Civil Surgeon.
R. Hampton, Esq., Officiating Magistrate.
E. H. Lushington, Esq., Joint Magistrate.
Boroda Kant Ray, Rajah.
G. Scott, Esq., Merchant.
Moulavie Kalim, 1st Principal Sudder Ameen.
Muftee Lutf Hoosin, 2d Principal Sudder Ameen.

ESTABLISHMENT.

Mr. J. Smith, Head Master.
Baboo Takor Doss Chuckerbutty, 2d Master.
Two Monitors.
Anund Chunder, 1st Pundit.
Nilmony, 2d Ditto.

1st of	15.
2d of	"
3d of	12.
4th of	8.
5th of	8.
6th of	9
7th of	5.
8th of	18.
Total,...	74

At the annual examination 74 boys were present out of 120, the number of which the School was represented to consist. These were divided into eight classes as in the margin, and the following is a statement of their respective studies and proficiency. 1*st Class.* History of Greece to page 136. History of England to page 15. Physical Geography to page 15. Poetry, No. III. to page 66. Geometry, Euclid Book 1. Arithmetic, all the simple and compound Rules. Use of the Terrestrial Globe, 12 Problems. Algebra to Involution. Translations, Byacurn. 3*d Class.* Marshman's History of India to page 116. Marshman's Brief Survey of History, to the end. Poetry No. I. to page 67. Lennie's Grammar to page 101. Clift's Geography to page 55. Arith-

metic to Vulgar Fractions. Geometry, Euclid Book I. 20 Propositions. Translations. Dictation. Byacurn. Gyannarnuba. Reader. *4th Class.* Marshman's History of India to page 95. Azimghur Reader to the end. Lennie's Grammar to page 19. Clift's Geography to page 55. Arithmetic to the Rule of Proportion. Poetry No. I. to page 27. Dictation. Byacurn. Gyannarnuba. Reader. *5th Class.* Marshman's History of Bengal, the whole. Azimghur Reader to page 57. Lennie's Grammar to page 16. Arithmetic to the Rule of Proportion. Clift's Geography to Africa. Byacurn. Munorunjun. Reader. *6th Class.* Reader No. II. to page 73. Murray's Abridged Grammar to page 21. Clift's Geography to page 16. Arithmetic to Compound Addition. Munorunjun. Reader. *7th Class.* Reader No. I. to page 40. Geography to page 5. Murray's Spelling to page 34. Arithmetic to Simple Division. Neetee Cotha No. I. *8th Class.* Murray's Spelling to page 29. Neetee Cotha No. II.

The Local Committee had taken upon themselves to admit boys of all ages without reference to their qualifications or to the rules which prescribe them. But notwithstanding this, and the practice of retaining the names of boys on the list until they had been absent from the School for six months, the gross number had decreased from 144 to 120, and the number present from 84 to 74. The examination, however, of these was represented to be satisfactory, and creditable to the zeal and assiduity of the Head Master. A strict observance of the admission Rules as modified by Circular No. 38 of 1843, was enjoined upon the Committee, and they were also directed to take measures for checking the irregular attendance which prevails in this School to a greater degree even than usual. The Committee subsequently suggested the formation of a Bengalee class in connexion with the School, and requested authority to entertain a Sirkar on a salary of Rs. 8 a month for the purpose of instructing it; but there being two Pundits already on the establishment the expense could not be sanctioned.

Kishno Chunder Mojundar was considered entitled to retain his Junior Scholarship until the next annual examination, and another Junior Scholarship available by the abolition of the Tribany School, was awarded to Sham Churn Mukerjea, under the usual conditions.

The School was inspected in the month of February 1844 by Mr. J. Kerr, Principal of the Hindoo College, whose Report was, on the whole, favorable.

The first class, except those boys who had been recently promoted, read and explained a passage selected from the

Poetical Reader No. 3. Their pronunciation was rather defective. They had read Goldsmith's History of England to the Reign of Charles I. and of Greece to the first Persian War, and answered nearly all the questions put to them in those subjects correctly. Only two of the boys gave satisfactory solutions of easy questions in Proportion, Interest and Vulgar Fractions. Three were pretty well acquainted with Geometry as far as the 10th Prop. of the 2d Book of Euclid.

The proficiency of the 2d class was considered by the Examiner to be creditable in all branches of instruction except Arithmetic. In History and Geography, however, their answers were frequently given in the very words of the book. Many of the pupils had entered the School in 1841 and 1842.

The studies of the third and fourth classes were quite elementary. Of the former, the Examiner observes—"It is gratifying to find that some of the boys in this class, though so young have begun to take books from the Library, and to make a good use of them. They gave me some information in Geography which is not contained in their Class Book (Clift,) but which they have obtained, they said, from a copy of Goldsmith's Geography belonging to the Library. They are nice intelligent boys, and afford ground to hope that they will benefit largely should they remain long enough at School to get into the highest class. They told me that on obtaining Scholarships they would willingly come to the Hindoo College, or to Hooghly, to complete their education."

The fifth and sixth classes (the last of which is divided into three Sections,) consist of boys who could do little more than read and spell.

The Examiner noticed an irregularity on the part of the Head Master who allowed certain lads too old to be regularly admitted to attend the School, though their names were not in the Register. "He has not," observes Mr. Kerr, "the heart to exclude them, which he thinks would be tantamount to depriving them of every chance of obtaining an English education, there being no other English School in the district. It is hardly necessary to observe that every instance of such deviation has a tendency to neutralize the general good effects which the prescribed Rules are intended to promote." Means have been taken to prevent the continuance of this practice.

The want of an additional Pundit for the junior classes being much felt, the Examiner remarks—"In the event of local subscriptions not being forthcoming, a sufficient sum to meet this inconsiderable outlay, might, one would suppose, be raised by introducing on a small scale the pay system, a mode

of contributing to the support of the School which has not yet been tried at Jessore, none of the pupils, though some of them can well afford it, having ever paid a single pice for the valuable education they are receiving."

The prevailing irregularity of attendance is ascribed to the distance at which many of the boys live from the School, to their poverty, and to the unhealthiness of the District which sometimes renders it necessary to close the School. The Examiner however considers that even under these unfavorable circumstances "the introduction of the pay system, and strictness in dismissing those who are frequently absent without leave, might produce some improvement."

The second English Master had been compelled by sickness to leave the Station, and was absent on that account for several weeks. No competent person had been found to supply his place, but one has since been appointed. The two Pundits were represented by the Examiner to evince much reluctance to teach the mere rudiments of the vernacular language.

In regard to the removal of Scholarship-holders to the Central College, Mr. Kerr observes—"Anund Mohun Mozumdar, who obtained a Scholarship in the Jessore School in 1841, having preferred forfeiting his Scholarship to going to Hooghly as the rules required, I was most anxious to ascertain, by enquiries on the spot, whether this was likely to be a permanent obstacle. I found that Annund at the same time that he held a junior Scholarship of 8 Rupees, derived 8 Rupees more as remuneration for his services in the School as a Monitor, which latter sum he would have lost by removing from Jessore. It cannot therefore be concluded from this peculiar case that other Scholarship-holders will evince the same unwillingness to comply with the condition in question."

"On putting the question directly to the present Scholarship-holders, one of them (Krishto Chunder Mozumdar) said emphatically that he would not go to Hooghly, because 8 Rupees a month would not support him there respectably; but that he would willingly go to Dacca, where he has friends with whom he could live cheap. The other did not speak with the same freedom, and I could only learn from what he said, that he is very comfortable at home, and has no wish to remove to a distance. It is probable that early marriages and the fears and prejudices of parents, act with greater force as an obstacle to leaving home than the boys themselves are willing to admit, or than Europeans can well understand."

Mr. Ireland who inspected the School in 1843, but whose Report was received too late to be noticed in last year's General Report, writes—"It is said that the boys object to go to

Hooghly, because 8 Rupees a month is not sufficient to support them away from their families; but if they are so poor as is represented, this objection is groundless and ought not to be attended to."

He also observes—"There are too many classes in this School; as the daily attendance never exceeds 100, reduce the number of classes to four; dispense with the three Monitors and one of the Pundits, and appoint in their stead two junior Teachers on a salary of 25 Rupees a month each. There would then be four classes with four Teachers and one Pundit to superintend them. The two junior Teachers should be able to teach both English and Bengalee, and the Pundit should instruct the two senior classes in Bengalee, and correct the translation. Do away also with the Sanscrit class altogether; in an Elementary School of this kind, attended mostly by poor boys who will have to earn their living by manual labour, of what possible use can Sanscrit be?"

CHITTAGONG SCHOOL.

7TH YEAR.

Local Committee on the 30th April, 1844.

H. Ricketts, Esq., Commissioner.
R. Trotter, Esq., Salt Agent.
H. T. Raikes, Esq., Civil and Session Judge.
A. Sconce, Esq., Collector and Magistrate.
Moolvie Munneerooddeen, Principal Sudder Ameen.
Shaik Abdoollah, ditto ditto.
Moolvee Ashrufallee, ditto ditto.
Ramchunder Roy, Deputy Collector.
Prawnkissen Roy, ditto ditto.
E. Marquard, Esq., Merchant.
H. Rundolph, Esq., ditto.

ESTABLISHMENT.

Mr. W. J. Gunn, Head Master.
„ J. DaCosta, Second ditto.
Baboo Gobinchunder Bose, Third ditto.
„ Poornochunder, Fourth ditto.
Muddenmohun, Head Pundit.
Juddoonauth, Second ditto.
Moolvee Woozur Ally, Persian Moonshee.

The annual examination of the School was held in the month of July. The first Class had read the Histories of England and Rome, and Pope's Homer's Iliad to the end of

the 4th Book. They had been in the habit of composing in English, and of translating from English into Bengallee and vice versa. They had studied Arithmetic as far as Decimal Fractions, Algebra to Simple Equations, and Geometry to the third book of Euclid. The 2d Class had read the History of Rome to the end of the third Punic War, Geography of the four quarters of the Globe, English Grammar to Syntax, Arithmetic to Vulgar Fractions. They could also translate from English into Bengalli. The 3rd Class were in the English Readers, Nos. 2 and 3. They had studied the Geography of Europe and Asia, Grammar, and Arithmetic as far as Reduction. They also translated from English into Bengali, and wrote from dictation. The 4th Class were in their rudiments.

The Committee expressed themselves generally quite satisfied with the progress of the scholars and the conduct of the Masters during the year; but neither their Report, nor that of the Head Master, was sufficiently in detail to enable the Government to judge correctly of the actual state of the Institution.

Seven pupils competed for the junior Scholarship, which was awarded to Ramkoomar Bose, but the papers of the second candidate, Kishenpersaud, were thought to be so creditable that the Government at the recommendation of the Committee, granted him a special junior Scholarship, tenable for four years on the usual terms.

In consequence of the appointment of Mr. Vaughan to be Second Master of the Calcutta Mudrussa, Mr. W. Gunn was appointed to succeed him as Head Master of the Chittagong School.

Mr. Ireland, Principal of the Dacca College, inspected this School in the month of March 1844. Extracts from his Report are subjoined.

" Since my last visit, several boys have been promoted to this class, which is now divided into two distinct sections, the studies of which are, with the exception of Arithmetic, entirely different. I have strictly examined the boys of the 1st section, all of whom were present, in the subjects which they have been studying during the past year, and I find that six boys have made great progress in their studies, and understand well what they have learnt. This is very creditable both to themselves, and their late Head Master. The other three boys did well in some subjects, but in reading, explanation, and parsing they were very deficient. Two of the six boys who acquitted themselves so well, obtained junior Scholarships at the last examination. All the six were candidates for the scholarships, and their answers to the Scholarship questions have, at

my request, been submitted to me. On comparing them with their written answers last year, I find a marked improvement in all the six, but the two boys who obtained the Scholarships are far superior to any of the others. The great improvement which these boys have made during the year, is to be attributed entirely to the indefatigable exertions of the late Head Master, who, I am told, used to teach them after school hours, and has been known to have them in school by candle light.

" The boys of the 2d section, with the exception of the first 2 or 3, have not improved much during the year. The only subject in which they acquit themselves well is Geometry.

" The 2nd Class is also now divided into two distinct sections. All the boys of the first section were present; four of them read well and evidently understood what they read; but the pronunciation of all the rest was decidedly bad. Five or six of the head boys pleased me with their readiness and correctness in answering questions in English Grammar, but nearly all appeared to parse entirely by guess. In Geography and Arithmetic they are tolerably proficient; but notwithstanding the minute subdivision of the classes in this school, four of the boys in this section have only just commenced Arithmetic, while the rest of the class can work sums in the Rule of Three.

" The studies of the 2d section of this class are very elementary; many of the boys are much too old for this class, and read very badly. English Grammar appears to be taught by rote, little pains being taken to make the boys understand the subject. Very few of them know the multiplication table correctly.

" I did not examine the boys of the 3rd Class.

" On the whole, notwithstanding the striking improvement in some of the head boys, I am of opinion that the school generally has retrograded during the past year. This however does not appear to be owing to any want of industry or attention on the part of the teachers; but is to be attributed in a great measure to that injudicious subdivision of the classes which has long existed in this school. Each class is divided into two distinct sections, having separate and distinct studies, so that there are in fact six classes to be superintended by three English teachers. The consequence of this has been, that the teachers finding themselves unable to give sufficient time to the English studies of the classes placed under them, during the usual school hours, have been in the habit of detaining one of the sections under them for one, or two, and sometimes for three hours after the usual time for closing the school, in

order to train up a few good boys, to enable them to save their credit with the Committee at the examination. This has led to that pernicious practice, which prevails to a great extent in the schools of this country, of training up a few of the most intelligent boys in a class for mere shew, leaving all the backward boys to get on as well as they can, with very little assistance from the teacher. It is the duty of a teacher to encourage the backward boys and endeavour to bring them on as nearly as possible to an equality with their class-mates, so that he may be able to teach the whole class as one boy. If he will devote extra time to teaching, let him by all means devote it to those who stand most in need of it.

"Mr. Gunn, on taking charge of the School, did not disturb the existing arrangements, but he soon saw that it would be impossible to conduct the business of the School in a satisfactory manner, unless some change were made in the disposition of the classes. He represented the case to the Committee, but was not permitted to make any alteration. As soon however as I had finished the examination of the boys I re-arranged the classes for him. I divided the whole School into four classes, and drew up a routine of studies for each class, to which I requested the Head Master's particular attention.

"The pupils at present attending the School are the sons or relatives of the Omlah, Vakeels, and others belonging to the Public Offices. It is chiefly among this class of persons that we find any interest taken in education at the Government School. They all seem to look forward to their children being able, after completing their education at the School, to obtain eventually good appointments under Government. The Portuguese population of the station is estimated at 5,000, but little desire is evinced by this class of the people to avail themselves of the benefits of the Education afforded at the Government School. Perhaps if there were no charge for schooling, more of the Portuguese boys would attend than at present.

"The Vernacular class books in use here, are Bengalee Grammar, Gyanchundrica, Nithicotha, Burnomulla, Gulistan and Persian Reader.

"Great pains should be taken to instruct the boys well in the Bengalee language, as the Vernacular of this district is a mixed language, almost unintelligible to a native of Calcutta.

"The two boys who obtained junior Scholarships last year, were willing to go to the Dacca College, but were induced by Mr. Ricketts to stay here and read for Moonsiffships. I expect however they will decide upon going to Dacca in a few days. As far as I can learn, very few of the boys at

present attending this School would be willing to forfeit junior Scholarships of 8 Rupees a month rather than proceed to Dacca.

"To place this School on a more efficient footing, you must remove Mr. Mason to some other School, and appoint two Native English teachers in his stead, one on a salary of 50, and the other on a salary of 30 Rupees a month. These two Native teachers should be able to teach Bengalee as well as English, and you might then dispense with the junior teacher, thereby effecting a saving of 25 Rupees a month in the Establishment.

"The desire for English instruction is chiefly confined to the Hindoos, and to a small portion of the Roman Catholic population. The Mahomedans generally have no wish for either English or Bengalee, and would have their children to learn Persian only. Very few of them, I am told, can either read or write Bengalee. The language which they speak is a corrupt kind of Hindustani.

"There is another English School at the station, established by the Roman Catholic Priest, to which boys are admitted free, and to which in consequence many boys resort, rather than enter the Government School and pay for their schooling. It is supported principally by local subscriptions. It is conducted by a Native Teacher on a salary of 30 Rupees a month, assisted by a Monitor. The average monthly expenditure is about 40 Rupees. In December last there were 76 boys attending this School, consisting of 62 Christians, 12 Hindoos, and 2 Mahomedans. The studies are merely elementary.

Mr. Ireland's suggestions in regard to the removal of Mr. Mason have been acted upon. He has been appointed 2d Master of the Patna School, vice Mr. Fell, who has been transferred to the Dacca College.

COMMILLAH SCHOOL.

7TH YEAR.

Local Committee on the 30th April, 1844.

F. Skipwith, Esq., Session Judge.
J. Alexander, Esq., Collector.
H. D. H. Fergusson, Esq., Magistrate.
F. Courjon, Esq., Zemindar.
R. Watt, Esq., Agent to the Rajah of Tipperah.
H. Roe, Esq., Zemindar.
Mohamed Allykhan Bahadoor, Principal Sudder Ameen.

Moulvee Mohamed Nazem, Sudder Ameen.
Golaum Ayeah, Kazee.
Moulvee Salamutoollah, Uncovenanted Deputy Collector.
Reazooddeen Ahmud, Serishtadar Judge's Court.
Gourmohun Roy, ditto of Collector's Court.

ESTABLISHMENT.

Mr. H. G. Leicester, Head Master.
Baboo Kally Doss Mujoomdar, Assistant ditto.
Nobin Chunder Surma, Pundit.
Moulvee Vakeel Ooddeen, Professor of Law.

At the annual examination held by the Local Committee 119 boys were borne on the rolls of the School, being 30 more than last year. They were divided into 4 classes, the junior class being subdivided into two sections.

The first class, consisting of 19 boys, were reading the Histories of Greece and Rome, with passages from the Spectator, and the Poetry Reader No. 2. In addition to these subjects, and the usual course of study in Geography, Grammar, Composition and Mathematics, the class had attended Lectures on the Revenue Regulations, of which they had acquired some knowledge.

The second class, consisting of 24 boys, had read 12 chapters of Marshman's History of Bengal, Reader No. 3, Geography of the Eastern Hemisphere, and Arithmetic. They had also practiced writing from dictation, and translated into and from the Vernacular. In Bengali they read Bhagavati's Grammar, the Hitopades, Guanor Nuba, and 11 chapters of the History of Bengal.

The third class of 27 boys had read Woollaston's Grammar and the Prose Reader No. 1 throughout. In Arithmetic they had gone as far as long division, and were reading the Nithikota in Bengali.

The fourth class, consisting of 49 boys, were in the rudiments of Bengali and English.

The Local Committee considered the results creditable to the Head Master and his Assistants, and the progress of the pupils very satisfactory. They reported that they had authorized a deviation from Rules 37 and 38, with a view to the admission of boys who had no means of obtaining elementary instruction in English. The measure however was found to increase the labour of the Masters to such a degree, as to compel the Committee to return to a strict observance of the Rules.

The Government expressed gratification at the increase which had taken place in the number of scholars during the

year, particularly those of the Mahomedan religion. This result however had been obtained in a great measure, not only by an unlimited relaxation of Rules 37 and 38, but by the admission of youths upwards of sixteen years of age, in breach of the still more important principle laid down in Rule 39. It was hoped that the dangerous expedient of increasing the present number of scholars at the risk of the future prosperity of the Institution would not again be resorted to, and on this subject the Committee were referred to Circular No. 38 of the 4th January 1843.

Generally speaking, a much greater degree of regularity of attendance had prevailed during the past year than before; and this was doubtless owing to the judicious course pursued by the Committee in rewarding the regular attendants, and punishing an habitual absentee by expulsion.

Success appears to have attended the appointment of a Law Lecturer by the Local Committee; but as the attainments of the incumbent were not highly estimated by the Head Master, the Committee were desired to be careful to guard against an erroneous exposition of the Law, and the dissemination of principles which might serve to mislead the pupils, and render the instruction imparted an evil rather than a benefit. A vacancy having subsequently occurred, one of the Hooghly Oriental Scholarship holders has been appointed to succeed as Law Professor at Commillah, and is already represented as giving much satisfaction.

Kishen Chunder Sein, having obtained a senior Scholarship in the Dacca College, his junior Scholarship was awarded to Ramshunker Sein, one of the "Raja of Tipperah Scholars" of last year. The vacant Tipperah Scholarship was given to Gobind Chunder Bose. The two "Raja of Tipperah Scholars" having expressed a wish to be allowed to prosecute their studies at the Dacca College, permission was given conditionally on the consent of the Raja.

Mr. Ireland inspected this School in the month of March 1844. He reports as follows:

"The standard of proficiency in the first class is not so high as it was last year. There were then 22 boys in the class; but all the best having since left, the number is now only 13. Three Students have been transferred to Dacca, having obtained junior Scholarships; one has been admitted into the Medical College; one has obtained an appointment in the Collectorate; and two have been expelled for irregular attendance. The boys who now remain in the class, are, with a few exceptions very dull; many of them are too old

2	aged	21
3	„	20
1	„	19
4	„	18
1	„	17
1	„	14

to make much improvement, and will never bring any credit to the Institution. On enquiring the respective ages of the 12 boys present I found (as per margin) that some of them were 20 years old and and that the average age for each boy was 18¾ years.

"The majority read and pronounce badly. They write from dictation very incorrectly, much worse indeed than some of the boys of the 2d class, and many of them have much difficulty in expressing themselves in English. After a careful examination I find that the subjects in which these boys are most deficient are Arithmetic, English Grammar and Composition, and Geography. Several of them are familiar with the Rules of Grammar, but do not apply them correctly; while most of them parse almost entirely by guess. In Arithmetic, only 2 boys acquitted themselves well, and 5 of them did not solve a single question correctly. I cannot speak more favorably of their attainments in Geography. They have all studied a great part of the 1st Book of Euclid, but several of them do not know even the definitions.

"On referring to my notes of the examination which I held last year, and looking over the performances of the boys who were then in this class, I find that the same defects then existed, and I do not consider that the boys now remaining in the class have made satisfactory progress during the year. Many of the old boys have been very irregular in their attendance; but I believe it is the intention of the Committee to dismiss all such boys, unless they attend more regularly, and make greater progress in their studies, than they have hitherto done.

"In the second class the boys passed a very creditable examination, and gave me much satisfaction. They read and write from dictation much better than many of the boys in the 1st class, and are quite equal to them in other things. They ought certainly to have been promoted to the 1st class at the last annual examination, but no promotions were then made, for what reasons I have not been able to ascertain. Three of the other boys at the bottom of the class acquitted themselves well in some subjects, very creditably indeed considering the short time they have been at the School, but the rest did not do well in any subject, though some of them have been five years at the School. They read very badly, and parse entirely by guess. The

Teacher complains of their irregularity, and of their being too old to make much progress in their studies.

"Many of the boys in the third class read well and with good pronunciation. They have gone through Woollaston's Grammar, and know the Rules well, but have not yet been taught to apply them. In Arithmetic they do not appear to have made much progress. Many of them have not yet learnt the Multiplication Table properly.

"The fourth class is divided into three Sections. The studies of the 1st Section are exactly the same as the 3d class, though the boys are not yet quite so far advanced; there was no necessity for separating these boys from the 3d class. Considering the short time which the boys in this and the other two Sections have been at the School, they have made satisfactory progress in their studies.

"Owing to the increase in the number of Students, and the want of additional teachers, one of the Students of the 1st class, Kassee Chunder Ghuttack, who has for a long time received a subsistence allowance of 2 Rupees a month from the School Funds, has been appointed Monitor to teach the junior boys. Having examined him and found him sufficiently qualified, I would recommend his being permanently appointed as a junior teacher on a salary of 10 Rupees a month, to be afterwards increased to 20, if he shall be found to give satisfaction.

"No promotions having been made, as before stated, for nearly two years, I deemed it advisable, after finishing the examination, to re-classify the boys.

1st	Class	20
2d	„	21
3d	„	39
4th	„	34
Total,...		114

"I divided the whole School into 4 classes, as per margin, and drew up for the teachers a daily routine of studies for each class, distributing the classes among the teachers, according to the following scheme.

1st Class.

English Studies	4	hours	with Mr. Leicester.
Vernacular	1	„	„ Pundit.
	5	hours per day.	

2d Class.

English Studies	1	hour	with Mr. Leicester.
Ditto	2	„	„ 2d Teacher.
Vernacular	2	„	„ Pundit.
	5	hours per day.	

3D CLASS.

English Studies 3 hours with 2d Teacher.
Vernacular 2 „ „ Pundit.

5 hours per day.

4TH CLASS.

English Studies 3 } With the Junior Teacher, or Moni-
Vernacular 2 } tor, as he is now called.

"By this arrangement no class will be left without a Teacher during any part of the day, and the boys will consequently be better taught. But, owing to the want of an additional teacher, it will be seen that the Pundit is obliged to take charge of a class without any assistance, which is contrary to the usual practice, and which should be avoided, when possible, if the Vernacular is to be well taught.

"The general appearance of the boys is much in their favour; with the exception of the old boys and the Mahomedans, they appear to be smart and intelligent, but rather noisy; some of the villagers were not over clean in their dress.

"The interest taken by the Native public in the Government School, was formerly confined to the higher classes; but is now spreading rapidly among all classes. It has increased very much since my first visit in July 1841, and will continue to increase in exact ratio with the number of Scholarships, and the prospects of official advancement which are held out to the pupils. Such appears to be the general opinion of all parties at this station, Natives as well as Europeans. The increase in the number of Scholars may be attributed entirely to these causes.

"The daily attendance has been gradually improving during the last two years. If boys absent themselves, sickness or some domestic occurrence is the plea usually assigned. The recent appointment of some of the boys to situations in the Government Offices, the joining of Scholarships by others, and the expulsion of some of the most irregular boys, have no doubt tended greatly to promote regularity of attendance on the part of the pupils.

"The system of instruction in the classes is chiefly the interrogative, but the language used by the pupils in asking questions and giving answers, does not receive sufficient attention on the part of the Masters. Broken English and bad pronunciation frequently pass unnoticed. Many of the suggestions to Teachers appear to have been attended to.

"The progress which this School has made in public estimation since my first visit in July 1841, must be

attributed in a great measure to the active interest which the present Secretary has long taken, and continues to take, in the cause of Native education. He has been in the habit for a long time of having 7 or 8 of the most promising Students at his house almost daily, either in the morning or evening, to read to him from useful works on different branches of knowledge. He has taken great pains to make them understand what they read, and spent much time in correcting their written compositions, a subject not sufficiently attended to in the School. These instructions have been of great service to the boys, who have thus acquired a greater command of the language than they would otherwise have possessed. The best boys having left, he now takes several from the first class, and 2 or 3 from the second.

"The establishment of the Rajah of Tipperah's Scholarships has also done much good for the School. This measure has given great satisfaction at the Station, and I have been repeatedly thanked for suggesting it to Government."

"All persons, Natives as well as Europeans, express great satisfaction that the School is to be inspected periodically, and many seem to think that its recent success is entirely owing to this cause. To the Natives it affords clear evidence of the lively interest which is taken by Government in the welfare and prosperity of the School, and they say that the Masters now will be properly looked after, and not allowed to do as they please; and that all abuses will be speedily corrected whenever they occur.

"It is not likely that any of the boys of this School who may hereafter obtain junior Scholarships would refuse to go to Dacca. This School has already sent 4 junior Scholars to the Dacca College, one of whom has lately succeeded to a senior Scholarship."

BAULEAH SCHOOL.

8TH YEAR.

Local Committee on the 30th April, 1844.

Welby Jackson, Esq., Commissioner.
G. C. Cheap, Esq., Civil and Session Judge.
T. C. Loch, Esq., Magistrate.
W. M. Dirom, Esq., Officiating Collector.
T. W. Wilson, Esq., Assistant Civil Surgeon.
Moulavi Abdulali Khan Bahadur, Principal Sudder Ameen.
Syad Ibrahim Hosen, Sheristadar of the Criminal Court.

ESTABLISHMENT.

Baboo Saradaprasad Bose, Head Master.
„ Shiva Chundra Ghose Officiating 2nd ditto.
„ Rudrakant Lahiri, 3rd ditto.
Kailas Chundra Bidyanedhi, Head Pundit.
Shivaprasad Sandyal, 2nd ditto.

The annual examination of this School took place on the 12th September 1843, in the presence of the Local Committee. The number of pupils attached to the School at that time was 110, of whom 106 were Hindoos, 3 Christians, and one Mahomedan. These were distributed into five classes, of which the two last were sub-divided each into two Sections.

The following is a statement of the studies in which the classes had been engaged during the year.

First Class.—Richardson's Poetical Selections, (Goldsmith, Gray, Addison, Pope, and Shakspeare.) Prose Reader No. VI. Recapitulation. History of Greece, Rome, England, and India. Grammar, Exercise in Syntax and Prosody. Elements of Natural Philosophy, (S. D. U. K.) Mechanics, Astronomy, Hydrostatics, Pneumatics, and Optics. Recapitulation. Geometry, First six Books of Euclid. Second Course, Plane Trigonometry, Algebra, Quadratic Equations, Progressions and Ratios. Book-keeping. General Geography, Use of the Globes. Translations and Composition.

Second Class.—Prose Reader No. V. 199 pp. Pope's Homer's Iliad, 5 books. Pinnock's History of Greece 215 pp. Goldsmith's History of Rome, 161 pp. Lennie's Grammar, whole. Physical Geography and use of the Globes, (Text Book, Goldsmith.) Lessons on Objects. Arithmetic, to Decimal Fractions. and Translations.

Third Class.—Marshman's History of Bengal to the Reign of Serajuddaula, or 180 pp. Prose Reader No. IV. 70 pp. Poetical Reader No. II. 60 pp. Lennie's Grammar, Syntax. Clift's Geography, whole. Lessons on Objects. Arithmetic to Compound Proportions, and Translations.

Fourth Class, 1st Section.—Prose Reader No. II. 42 pp. Murray's Abridged Grammar, as far as Syntax. Clift's Geography, 25 pp., and Arithmetic to Reduction.

Fourth Class, 2d Section.—Prose Reader No. I., 22 pp. Clift's Geography, 7 pp. (lately commenced) and Arithmetic to Simple Multiplication.

Fifth Class, 1st Section.—Murray's Spelling, words of three syllables, and Reading Lessons.

Fifth Class, 2d Section.—Murray's Spelling, words of one syllable.

The proficiency attained by the Students in the upper classes was considered to be on the whole greater than in the generality of provincial Schools, and the Committee testified that the senior boys in each class acquitted themselves in a satisfactory manner. It was thought necessary however to draw their attention as well as that of the Head Master to the annexed extract* from a letter addressed to the Dacca Committee on a similar occasion.

* "The practice of teachers in neglecting the more backward pupils of a class, and giving an undue share of their attention to those at the head of it, has been repeatedly reprobated as unjust towards the boys themselves and highly injurious to the character and usefulness of the College, and the Committee are enjoined to use their utmost endeavours to prevent it."

The Head Master drew attention to the insufficiency of the means provided for Vernacular instruction, aggravated by the omission on the part of the Committee to fill up the situation of Pundit, until it had been vacant for nearly a year. The Head Master recommended the establishment of a Patsalah in subordinate connexion with the School; but the Government concurred with the Local Committee in thinking that there was no necessity for such a measure, the object of which could be equally well attained by the admission of boys into the institution for instruction in the Vernacular alone, which was accordingly authorised.

The enlargement of the School house, principally for the purpose of obtaining a suitable Library, towards which the sum of Rupees 300 was granted by Government in 1842, has not yet taken place, and the Committee were directed not to commence the work until a plan and estimate should be submitted and approved.

Kunja Lall Banerjea was considered to have made sufficient progress in his studies to entitle him to retain his junior Scholarship. The Committee recommended Charles Burrowes for a similar distinction, but under existing arrangements this could not be granted.

This School was inspected by Mr. F. V. Seddon, Principal of the Nizamut College, and the result as reported by him was considered to reflect much credit on the Head Master and his assistants.

Of the first English class, consisting of seven pupils, the Examiner observes—"The first class have finished Goldsmith's Histories of Greece, Rome, and England, and Marshman's History of India; and have commenced Hume's History of England, and Lardner's History of Rome. They have read the Prose Reader No. VI., sixteen books of Homer's Iliad, and in Richardson's Poetical Selections, Goldsmith, Addison,

Gray, Pope's Essays, Otway's Venice Preserved, and of Shakespeare, Hamlet and Othello. They are now reading Macbeth. On the 16th they were examined in History, Explanation, Mechanics, Pneumatics, Astronomy, Use of the Globes, Geography, Delineation of Europe and Asia on the board, Book-keeping, Geometry and Algebra; during which time the second class was occupied in preparing written answers to questions in History. I was ably assisted by Messrs. Loch and Dirom: both took great interest in the proceedings; the former relieved me much in Geography, Natural Philosophy, and Algebra. This enumeration would à priori argue the advance of this class, their general proficiency and application, and the pains, care, zeal, and ability of the Head Master.

"On the 15th I examined the class in Hamlet, Macbeth, and Othello. Charles Burrowes, as Hamlet, did not throw himself into the character, but he read accurately, and gave the meanings correctly. Brajasunder, as Horatio, acquitted himself indifferently well without animation. Visweswer's delivery was most impressive, his voice clear, and emphasis good.

"At the Master's suggestion they read the part in Othello beginning

> "Excellent wretch! Perdition catch my Soul,
> "But I do love thee!"

but this which should have been read with passionate irony, was delivered with unmoved monotony. With the exception of one or two of the more difficult passages, the explanations were so good and correct, as to evidence very close application.

"The whole read with fluency. Their explanations are capital (and of their many good points perhaps the best) not of words only, but of the meanings of phrases, images and allusions, and retentively and intelligently given; with the exception of some passages which puzzle older heads, and divide the opinions of criticism.

"The height to which water and mercury rise by the pressure of atmospheric air, the principles of the common pump, the reason why substances of various weights in a vacuum fall to the ground at the same time, the cohesion of the metallic hemispheres, the six mechanical powers, and other incidental questions in which Mr. Loch assisted, were satisfactorily and very intelligently answered.

The Examiner adds—"The papers sent will afford a good criterion of the state of the senior classes, and their various studies, and, with every abatement for mistakes and

mis-spellings, of diligence, a love of learning, enlarged ideas, progressive improvement, and, may I add, a growing sense of the bounty of Government, and the benefits of civilization.

The Head Master is solicitous to have as detailed a report sent down as convenient. I have accordingly been studious to include all subjects, which I trust will meet with the approbation of His Honor, who, with his usual discrimination, will make every just allowance for circumstances; and, looking to the bright side of the picture, will be gratified with the assurance that a School under the able management and proficient acquirements of a Native brought up at the Hindoo College, has made such capital progress in the higher Mathematics, History, and Poetry, in conjunction with other pursuits."

CUTTACK SCHOOL.

4TH YEAR.

Local Committee on the 30th April, 1844.

A. J. M. Mills, Esq, Commissioner of Revenue, President.
C. Cardew, Esq., Special Commissioner.
H. B. Brownlow, Esq., Judge.
E. T. Trevor, Esq., Officiating Joint Magistrate and Deputy Collector, Secretary.
Tarakant Bidyasagur, Principal Sudder Ameen.
Moolvie Mohamed Fazeel, Law Officer.
Kassinath Rae Chowdree, Zemindar.

ESTABLISHMENT.

Mr. J. K. Rogers, Head Master.
,, J. D'Souza, 2d ditto.
Bissumber, Head Pundit.
Ragbanund, 2d ditto.

At the annual examination there were 75 boys present, out of 79 belonging to the School. These were divided into four classes; the two junior classes, consisting of 55 boys, being sub-divided into Sections. The first class had read Marshman's Survey of History to p. 80; Prose Reader No. 5, to page 30; Lennie's Grammar as far as Syntax; Popular Introduction to Natural Philosophy, and Nicholl's Geography of Asia and Europe, with reference to Maps and Globes. They had learned Arithmetic as far as Practice and Simple Interest, and had been accustomed to translate from the Vernacular into English, and vice versâ. The second class had learned Lennie's Grammar as far as Syntax; Guy's Geography of

Europe, Asia, and Africa, with reference to Maps; and Arithmetic to Practice. They had also been accustomed to translate from English to Oorya, and vice versâ. The studies of the two junior classes were of an elementary nature.

The majority of the boys are the sons of Bengalees who have settled in the province, and but few of the indigenous Oorya population attend. They are represented to be respectful and obedient, and very assiduous in the prosecution of their studies. The average daily attendance throughout the year was 62. None of the pupils were sufficiently advanced to compete for a Junior Scholarship.

The Committee were desirous of a further relaxation of the principle of admission laid down in Sections 37 and 38 of the Printed Rules, but the necessity for this the Government was not disposed to admit.

A new School-house has been constructed under the superintendence of the Executive Officer of the Division, at an expense of 2,000 Rupees, one moiety granted from the Education Funds, and the other raised by local subscription.

It is "a good substantial building, well ventilated, in a centrical situation, consisting of four rooms, 36 × 22 feet each, and two others, 22 × 22 feet each, about 18 feet high, flat roofed, with a thatched verandah all round 11 feet wide. It is about 1½ miles from most of the European houses, and is in the large compound in which the Collector's and Magistrate's Cutcherries are situated." It has been placed in charge of the Executive Officer.

In continuation of paragraphs 55-69 of the last Annual Report of the Council of Education (page 33 of the printed volume) it may be stated that the Council concurred in the Local Committee's suggestions for the provision of Oorya class books, and the latter body having reported that the Pundit had completed and printed an Oorya Grammar consisting of 24 12mo. pages, which was for sale at 6 Annas a copy; and Mr. Sutton, a Vocabulary of 200 pages, 8vo. at 3 Rupees a copy; they were authorized to subscribe for 300 copies of the former, and 250 of the latter for the use of the School. The spelling treatise proposed to be prefixed to the Grammar was dispensed with, as unsuited to the peculiar construction of the Oorya language. For the translation of the other works recommended by the Section of the Council of Education for Vernacular class books as well adapted for Cuttack, Mr. Sutton's terms were sanctioned.

MIDNAPORE SCHOOL.

8TH YEAR.

Local Committee on the 30th April, 1844.

W. Tayler, Esq., Officiating Judge.
O. W. Malet, Esq., Officiating Collector.
R. P. Harrison, Esq., Magistrate.
H. V. Bayley, Esq., Officiating Superintendent of Settlements.

ESTABLISHMENT.

Mr. F. Tydd, Head Master.
Baboo Bhycauntnath Chatterjee, Second ditto.
„ Sittaram Das, Third ditto.
„ Jadub Chunder Mookerjee, Fourth ditto.
Gooroodas Vidyalunkar, Pundit.
Mohes Chunder Acharjee, Sircar.
Kuor Seel, Librarian.

At the annual examination there were 131 boys on the rolls of the School, divided into five classes. The progress made by the several classes during the year was represented by the Committee to be satisfactory. The first class had read Malkin's History of Greece to p. 350; Homer's Iliad; McCulloch's Grammar; and Nicholl's Geography, with reference to Maps and Globes. In Arithmetic they had gone as far as Decimal Fractions, and in Algebra to Simple Equations. They had also been accustomed to translate from English into Bengali and vice versâ. A greater degree of regularity in attendance had prevailed, but in some instances protracted absence, without adequate cause, had been allowed to go unpunished. The Committee were requested to use great vigilance in checking this practice, and to exercise the powers vested in them by the Rules for the expulsion of incorrigible offenders.

Ketter Mohun Jana was considered to have made progress sufficient to entitle him to retain his junior Scholarship. Two other candidates were proposed by the Committee for similar honours, but none were available.

The School was inspected in the month of February by Mr. Jas. Sutherland, Principal of the Hooghly College, whose report was not altogether favorable.

The majority of the boys in the 1st class failed to work a sum in Double Rule of Three; with the help of Dictionaries they succeeded after much delay, in producing indifferent English translations of an easy passage in Bengalee; and in Geography a few questions of an elementary character put to them

by Mr. Sutherland were not very well answered. Their examination, however, in other subjects, was considered on the whole satisfactory. The second class, who were reading Goldsmith's History of England, were unable to answer simple questions put to them on the subject. This deficiency was ascribed by the Head Master "to the circumstance of their minds being occupied in mastering the mere language of the book." In explanation they did not succeed, and they expressed themselves in English very badly. Some of the boys in this class had been put back from the 1st class for want of the books required for the present course of study, a circumstance indicative of great neglect on the part of the Local Authorities in applying the means provided by Government for purchasing books and other instruments of instruction.

The third class were examined in Marshman's History of Bengal, but they could not explain the meaning of many simple words, nor did they appear to comprehend the language of the work, which was rather above them. In Geography they had made little progress, and they spoke English very indifferently.

The fourth class read Goldsmith's History of Rome, a book beyond their capacity, to which at present No. 1 English Reader, and Chambers' Geographical Primer, the Examiner thought would be better suited. They answered well in Multiplication. The progress of this class is retarded by the presence of some "overgrown lads" of 17 and 15 years of age, who prevent the younger boys from getting on so well as they otherwise would.

The Examiner remarks—"The general state of the School does not appear to me such as might be reasonably expected, considering that it has been established nearly eight years. The studies even of the first class are still very elementary, and their advancement in them not very considerable, while the manner in which they express themselves in English is very indifferent; but I am disposed to ascribe this result in a great degree to the circumstance of the rules limiting the age of admission not having been observed until lately. On first going through the School I was struck with the adult appearance of many of the Students even in the junior classes, and this induced me to note down the ages, and the time in class and school, of those composing the 2d and 3d classes, and of 6 of those of the 4th class, who also appeared to me far too old to be in that position. In the Hooghly College we found that continuing grown up young men in a junior class was seriously detrimental to its progress, and many of

them were dismissed in consequence. There is, moreover, a a moral objection to mingling young men with little boys, so obvious that it need not be specified.

"Another circumstance which may account in some degree for the state of the higher classes, and which placed them at a disadvantage rather, for the examination, is that there has lately been a change in the course of study, most judicious in itself as respects the books introduced, viz. Chambers' Educational Works, and Mr. Taylor's admirable Manual of Modern History, but still so recent as not to have given time to produce its natural results, and consequently making the Students appear more backward than they really are.

"Great attention appears to be paid to the study of the Vernacular, and all the Masters are competent to teach the language. The piece of Bengalee given to the 1st class to translate was read out to them by the Head Master, from whose dictation they wrote it down. The translations into Bengalee of the 1st class are actually only middling, but then they may be deemed very fair, allowance being made for circumstances, considering that the passage rendered is part of a Draft Act taken at random from the Gazette, and that they were done in a very short time.

"The Vernacular is made the means of conveying sound knowledge. The class books used are—1st class, Yates' Elements of Natural Philosophy—2d ditto, Rammohun Roy's Bengalee Grammar—3d ditto, History of Bengal, Marshman's, translated by Baboo Gobin Chunder Sein—4th ditto, 2d part of Burnomala and Nittikotha—5th ditto, Burnomala, Dictation and Arithmetic. Dr. John Grant's Class Book is used also for reading and translation.

"The deep interest taken in Native Education by the present Secretary, as manifested by his zealous supervision of the Cuttack School, and by more than one other Member of the present Local Committee, together with the judicious change recently made in the course of instruction at Mr. Bayley's suggestion, warrant the conclusion that a great improvement will soon take place in the Midnapore School.

"The School house is new, having been finished only last year; it is spacious and well ventilated, centrically situated with reference to the station and neighbourhood, and every way well adapted to the purpose to which it is applied.

"The boys appeared cleanly and well behaved.

"The pay system here is applied to all, but it is limited to four Annas, in addition to which they pay the same sum for books. No objection appears to be made to the small fee, and

I imagine that some in the School might very well be required to pay more, and relieve Government of part of the expense."

The attention of the Committee was drawn to Mr. Sutherland's Report, and they were directed to apply themselves to remedy the defects which he has pointed out.

GOWAHATTY SCHOOL.

8TH YEAR.

Local Committee on the 30th April, 1844.

Major Francis Jenkins, Governor General's Agent N. E. Frontier, and Commissioner of Assam.
Major James Mathie, Deputy Commissioner.
Captain T. Fisher, Commanding 1st Assam Sebundy Corps.
Lieut. Charles Scott, Principal Assistant Governor General's Agent.
Assistant Surgeon K. M. Scott, Civil Assistant Surgeon.
Lieut. Robert Campbell, Adjutant 1st Assam Sebundy Corps, Secretary.
C. K. Hudson, Esq., Sub-Assistant to Governor General's Agent.
J. Nicholas Martin, Executive Officer Lower Assam.
Deobur Bordoloi, Sudder Ameen.
Preonath Purbottiah Phookun, Sudder Moonsiff.
Lucki Dutt Borkotki, ditto.
Madhubram Rajkhoah, ditto.
Degumber Borooa, Moonsiff.
Gurgoram Mojondar, ditto.
Som Dutt Borkotki, ditto.

ESTABLISHMENT.

Mr. W. Robinson, Head Master.
Baboo Jagot Chunder Mookerjee, Assistant Teacher.
Gopinath Shorma Nyalunkar, Senior Pundit.
Boshudhor Shorma, Junior Pundit.

At the annual examination of this School there were 185 boys belonging to the Central establishment, of whom 60 were in the Anglo Vernacular Department, prosecuting their studies in English and Bengali, and 125 engaged exclusively in the study of the Vernacular, with the exception of a few who likewise read Persian and Sanscrit.

The Anglo Vernacular Department was divided into four classes. The first class consisted of five boys, who had during the past year read the 4th, and a part of the 5th No.

of the English Reader; the whole of the Poetical Reader, No. 3; half through the Introduction of the Sciences in Chambers' Educational Course; and 8 Chapters of Goldsmith's History of Greece. In writing from dictation Chambers' Biography had been used. This class had also gone through the whole of McCulloch's Grammar, and the boys had lately been more particularly engaged in Syntactical exercises. Two of the pupils in this class had gone as far as Vulgar Fractions in Arithmetic, whilst the others were yet in the Rule of Three. In Geography they had during the period under report been almost exclusively confined to the several countries in Europe and Asia only. They had also been instructed in all the problems relating to the use of the Terrestrial Globe. The class had also been regularly engaged in translations from English to Bengali and vice versâ. For this purpose use had been made of the Digdarshon or Indian Youth's Magazine, and the Sumachar Darpon, an Anglo Bengali newspaper. The Bengali Studies of this class had of late consisted entirely in these exercises. In English Composition the class had done but little.

The 2nd class was composed of 9 boys, who had during the year read through the English Reader No. 2. In Grammar they had gone through Woollaston's Elements, and had lately been instructed in it orally. In Arithmetic they had gone through the four simple and compound rules. They had commenced the study of Geography, and had read 6 pages of Clift's Geography. They had also had daily practice in writing from dictation, and this course had had a perceptible effect in improving their orthography. They had been accustomed also to translate Æsop's Fables from English to Bengali and *vice versâ*, but a great deficiency was remarked in this branch of their studies, which was attributed to the second Master's ignorance of the Vernacular.

The third class was composed of 11 boys who had read through the whole of the English Reader No. 1. They had learnt as far as adverbs in Woollaston's Grammar, and had read only 4 pages of Clift's Geography—their progress in both these branches of study having been very small indeed. In Arithmetic four had gone through the simple rules, which they seemed to understand very well, the rest had not proceeded beyond simple subtraction. They had also been accustomed daily to write from dictation, and in these exercises they seemed to be making good progress.

The fourth class consisted of 33 boys, and was divided into two Sections. The 1st Section included 16 boys who had read the 1st No. of the English Reader as far as page 60.

They had been in the habit of translating their daily lessons into Bengali, in which, considering the short period they had been under instruction, they had made very creditable progress. Short sentences had likewise been usually given them in Bengali to translate into English, and they had been in the practice of writing from dictation every day. Grammar had been taught them *vivâ voce*, and they were able to distinguish the several parts of speech, and give definitions of them with tolerable correctness. In Arithmetic they had proceeded as far as Multiplication.

The 2d Section of this class consisted of 19 boys, who had read through the English Instructor No. 1, which they could also translate into the Vernacular. They had but just entered on the study of Arithmetic, and were able to work small sums in Simple Addition. Their exercises from dictation, which are written every day, were on the whole very creditable, and their pronunciation very fair.

The Bengali school, containing 125 pupils, was divided into four classes. The 1st class was divided into two Sections. The 1st Section contained 6 boys, who had read through the whole of Gopal Lall Mittra's translation of the 1st Part of Marshman's History of India, the leading facts of which they seemed to be perfectly well acquainted with. They had also read the whole of the Gyannornuba. In Grammar they had gone through 26 pages of Bhogoban Chondra's Bengali Grammar, or as far as the powers of the consonants. The whole of the Chanakya Sloks they had committed to memory, and were able to explain them all very satisfactorily. Their hand-writing was very fair, and their compositions shewed that they had profited by the Grammatical instructions they had received. In Arithmetic, they had gone through the whole of a little work on Arithmetic published by the Head Master, Mr. Robinson, and carried on as far as Compound Proportion. This book was intended for the use of the Bengali schools in Assam, and contains the tables of weights and measures, &c. as used in that Province.

The 2d Section of this class consisted of 8 boys, who had read through the whole of Mritunjoy's translation of the Hitopodesh, carefully explaining it in the common colloquial dialect. Bhogoban Chandra's Grammar had been used in this Section also, and in this branch of study the boys had kept up with those of the 1st Section. They had committed to memory 60 of the Chanakya Sloks, and were able to give very correct explanations of them. To enable them the more readily to explain the more difficult words and phrases made use of in Bengali compositions, they had committed to memory the

greater portion of Ram Chandra's Bengali Abidhan. In Arithmetic they had advanced as far as the boys of the 1st Section.

The 2d class consists of 15 boys. They had read 122 pages of the Gyan Chandrika, and were able to explain it all with considerable facility. They had gone through Keith's Bengali Grammar, and 13 pages of Rammohun Roy's Grammar. They had committed to memory as far as the 81st page of Ram Chandra's Abidhan, and in Arithmetic had proceeded as far as Compound Division.

The 3d class consisted of 26 boys, and was divided into two Sections. The 1st Section contained 13 boys. They had read the Gyanadoy Itihas, a collection of easy and instructive Reading Lessons in prose and verse, collected and published by the Head Master, and had committed to memory 42 pages of Ram Chandra's Abidhan. In Arithmetic they had proceeded as far as Compound Addition.

The 2d Section contained 13 boys, who had gone through the Barnamalla No. I and II, and as far as simple Division in Arithmetic.

The 4th class, which consisted of 46 boys, was divided into two Sections. The 1st Section contained 21 boys, who had read through the Bengali Primer, and were as far as page 8 of the Barnamalla Part II. In Arithmetic they had learned as far as Simple Subtraction.

The 2d Section contained 49 boys, who were reading the Bengali Primer, and committing to memory the Arithmetic Tables.

The number of boys in attendance at the Branch Schools was as follows. Nilachol 88, Pandu 75, Beltullah 42, North Gowahatty 41, and Amingong 35—making an aggregate of 281 boys, all receiving instruction in Bengali, and some of them in Sanscrit. All these schools had been visited from time to time by Mr. Robinson, and with the exception of the one at Beltullah, were represented to be in a flourishing condition. The prevalence of disease, especially cholera, and the great mortality among the boys, amounting in the first six months of 1843 to no less than 77 deaths, had seriously diminished the numbers attending the School, and interfered with the studies of those who had escaped the worst effects of those calamities. Setting aside however the deaths which had occurred, the number of boys admitted during the year considerably exceeded that of those who had left or had been dismissed, so that the actual decrease could not be held as indicative of any disinclination on the part of the people to send their children to the Schools.

The progress of all the classes in the Central School, except the 2d English, was considered by the Head Master to be satisfactory, and though it was stated to have been in the opinion of the Committee generally "very slow," yet the Government did not gather from the remarks of the individual Members on the classes which they severally examined, that the result had fallen short of their expectations. The report on the Vernacular department by the Sudder Ameen was remarkably favorable.

In regard to the 2d Master, who was represented to be ignorant of Bengali, and to shew but little interest in his duties, the Government approved of the Committee's proposal to remove him if he were still unable to pass a satisfactory examination in Bengali, as he had promised to do, within six months after his appointment in January 1843. As it afterwards appeared that he had not qualified himself in this respect, his services were dispensed with, and the third Master Juggut Chunder Mookerjee, appointed in his room.

The Committee were not satisfied with the state of the Branch Schools (Nilachol excepted) and observed "that unless they were well looked after, they would soon cease to be of any benefit to the pupils." The Government hoped that the remedy for the anticipated evil, which was entirely in the hands of the Committee, would not be neglected, and that frequent visits by the numerous Members, combined with a system of monthly reports to be carefully checked by the Head Master, would, in a great measure, correct the lax and irregular state of descipline into which the Branch Schools were stated by the Committee to have fallen, and which the imperfect control hitherto kept over them had not of course been sufficient to prevent.

The unfavorable condition of the Beltullah Branch School, noticed by the Head Master, seemed to be owing chiefly to the inefficiency of the Pundit, and the Government trusted that this cause would not be long permitted to check improvement, and restrict the benefits which the School is calculated to confer on the people.

Three Students of the 1st class in the English Department competed for the junior Scholarship, and one of them, Joygopal Bose, was recommended by the Local Committee for the distinction, but it was not considered that his performances came up to the requisite standard.

The Committee submitted an Estimate of the expense of repairing the School House, including the construction of a pucka terrace and drain round the building, amounting to Rupees 665-13-5; but before sanctioning this, the Govern-

ment desired to know what proportion of the expense the Committee were prepared to defray by local Subscription.

On the 15th March, the Committee submitted several minutes of individual Members, commenting on the diminution of the number of pupils attending the English classes of the School, and recommending that the services of the Head Master Mr. Robinson might be made available for the inspection of all the Schools in the district of Kamroop. With the Committee's letter the general subject of Education in Assam came under the consideration of Government, and the result was the abolition of the Local Committee, and the appointment of Mr. Robinson in subordination to the Commissioner as Inspector of all the Schools in the Province. See Appendix No. 5.

SIBSAUGOR SCHOOL.

3D YEAR.

Local Committee on the 30th April, 1844.

Captain S. F. Hannay, Commanding Assam Light Infantry Battalion.

Captain Thomas Brodie, Principal Assistant to the Commissioner.

Lieutenant E. T. Dalton, Junior Assistant to Commissioner.

„ C. S. Reynolds, Adjutant, Assam Light Infantry Battalion.

ESTABLISHMENT.

Mr. DeSouza, Head Master.

Sri Ramsagur, Assistant Teacher.

Sri Urbhidhur, Pundit.

The examination of this School was held on the 5th, 6th and 10th of July 1843, by several Members of the Local Committee, in the presence of other residents of the place, European and Native. The number of scholars had decreased from 104 to 87, and the attendance of those remaining had been very irregular. The Committee however were of opinion that this diminution was but temporary, and that the returns for the future would exhibit a steady increase.

There was no 1st class, and the 2d class consisted of two boys, one of whom had been for some time absent, and the other had made creditable progress. The 3d class consisted of two divisions. The 1st division of 16 boys, some of whom had obtained a slight knowledge of English previous to the opening of the School, were examined in English Reader

No. 1, Clift's Geography as far as Asia, Woollaston's Grammar to the 39th page, Arithmetic to Compound Multiplication, and Writing. Their progress was considered by the Committee to be satisfactory; but none of them were sufficiently advanced to compete for a scholarship. The 2d division of 12 boys was examined in the English Reader No. 1, spelling to dissyllables, and Arithmetic as far as Subtraction. The 4th class, also consisting of two divisions, and containing 38 boys, and the 5th class of 19 boys, were in their rudiments.

The Government were disposed to agree with the Committee in considering the result to be on the whole, and with reference to the recent establishment of the school, satisfactory; and as the causes to which the decrease in the number of pupils was attributed did not appear of a permanent nature, it was hoped that the anticipations of the Committee might be realised. But the numbers continued to diminish, and at the close of the year it was deemed advisable to alter the constitution of the School by dispensing with the services of the Head English Master, and placing it under the direct control of the Commissioner of Assam, aided by Mr. W. Robinson, the Inspector of Schools in the Province.

ASSAM SCHOOLS.

These Schools have been established at different times for the instruction of the natives of the Assam Province in Bengalee, and the following sums are assigned for their support:

Nowgong,	Rupees	1080	0	per annum.
Durrung,	„	768	0	„
Kamroop,	„	1441	8	„
Luckimpore,	„	1236	0	„
Jorehat,	„	900	0	„
Total Rupees		5425	8	per annum.

They were transferred to the Education Department under orders of the 4th December 1843.

In Nowgong there are 12 Schools in active operation, containing 458 pupils; in Durrung 5 Schools, with 121 pupils; in Kamroop 20 Schools, with 1102 pupils, exclusive of the Institution at Gowahatti and its subordinate branches; and in Luckimpoor 3 Schools, with 163 pupils. The grant for the support of Schools in Jorehat being of very recent date, no returns have yet been received of the manner in

which it has been applied, but it is intended to provide for 10 Pergunnah Schools at which the inhabitants of the district may be taught to read and write, and likewise receive elementary instruction in Arithmetic and Accounts.

The Commissioner has been directed to prepare a general sketch of the mode of instruction followed at these Schools, shewing the subjects taught, the books in use, the qualifications of the several Masters, and such other particulars as may enable the Government to form a correct estimate of the tendency of the establishments towards improving the condition of the inhabitants of the Province. Some of the Masters having heretofore been paid partly in money and partly by remission of rents on the lands occupied by them, strict injunctions have been given to put an immediate stop to the practice, and to remunerate the Masters in future by money payments only.

On the 29th April the Government determined to place the whole of these Schools as well as those of Gowahattee and Sibsagur under an Inspector, whose duty it will be to visit every School as often as may be, and to introduce an uniform system of instruction throughout the Province.

The Local Committees of Gowahattee and Sibsagur have been dissolved. See Appendix No. 5.

RAMREE SCHOOL.

6TH YEAR.

Local Committee on the 30th April, 1844.

Captain A. Bogle, Commissioner of Arracan.
„ D. Williams, Senior Assistant Commissioner.
„ A. P. Phayre, ditto ditto.
Lieutenant H. Hopkinson, Junior ditto ditto.
„ H. Siddons, Executive Engineer.

ESTABLISHMENT.

Mr. R. A. Fink, Head Master.
Gullam Hussen, Acting Ordoo Teacher.
Mounglah, Head Mugh Teacher.
Thatwang, Second ditto ditto.

The first English class was composed of the same boys as at the last annual examination, and their attendance and conduct during the year had been satisfactory. Their progress, however, had been comparatively slower than during the previous year. They labour under a disadvantage from which the

Natives of Bengal are free, arising out of the want of a cheap Dictionary of the Burman language. In translation they had made respectable progress. They had finished the general summary of each of the grand divisions of the Earth. The first series of Lessons on Objects had been completed, and the second commenced. In History the class had acquired a knowledge of events from the deluge to the age of Semiramis. In Arithmetic some of the boys had gone as far as Decimal Fractions, and the rest of the class had made creditable progress.

The second class had nearly finished the 1st number of the English Reader, and had commenced the second number with the translation. Of Geography they knew the definitions, and were learning the general summary of Asia. In Arithmetic they had gone as far as Simple Addition.

The third class consisted of two divisions, the boys in both of which were in their Rudiments.

All the English classes study the Vernacular, and were considered to have improved in their knowledge of it since the previous examination.

The separate Vernacular Department was divided into four classes, who had made good progress, except as regards Arithmetic, in which the Native Assistant was not competent to teach them beyond Simple and Compound Proportion.—The Oordoo Department had not undergone any change since last year.

The Government agreed with the Local Committee in thinking the report, on the whole, satisfactory. The number of students amounted to 102, and it was stated that many more would attend, but for the limitation which the Committee had found it necessary to impose, in consequence of the inadequate means of teaching, and the insufficiency of the present school building to accommodate a larger number. The Head Master proposed that an Assistant Master should be appointed, the present school-house improved, and a new building erected for the English Department, to include a Library and a room for the Master. The Committee advocated the first of these recommendations, but preferred the removal of the school from its present site and the construction of a new school-house for the accommodation of all the departments. The Government observed that it was obviously desirable that the school should be contained in one building, in order that the instruction of all the classes might go on under the eye of the Head Master, and that if the present building was incapable of being improved and enlarged so as to meet the growing wants of the people for the education of their children,

it would probably be necessary to erect a new house in a more favorable site sufficiently large for the purpose. The Committee were requested to take the subject at once into their consideration, and in conjunction with the Executive Officer to prepare and submit for the approval of Government such plan or plans, accompanied by a detailed Estimate, as might appear to them with strict reference to economy, most advisable to adopt. The Committee were likewise requested to state what proportion of the cost would be defrayed by local subscription.

Before coming to any definite conclusion on the subject of appointing an additional teacher, the Government desired to be favored with the sentiments of the Committee as to the nature of the education which the people of Arracan in their present condition require; whether the resources of the State ought to be devoted to the extension of English or Vernacular instruction; whether any modification of the existing Establishment is desirable; and in short to receive from them such a comprehensive Report on the general question of education in the Province, as would enable the Government to judge what measures it might be expedient to adopt for the proper and efficient disposal of the grant.

The irregularity of attendance on the part of the students was observed to be very great, the average daily attendance being only five-eighths of the number of boys borne on the rolls, many of whom had been absent more than half of the school days in the year. The intention of the Committee to award a half yearly prize of 10 Rupees for regular attendance out of the fixed amount of Rupees 96 per annum allowed for prizes, was approved; but it was suggested that two half yearly prizes of Rupees 6 and Rupees 4 might answer the purpose better. The Committee were desired not to be reluctant to exercise their power of expulsion in cases of constant and wilful absence without leave, as the loss of numbers thereby occasioned would be more than compensated by the consequent improvement in the discipline of the School.

MOORSHEDABAD NIZAMUT COLLEGE.

2D YEAR.

College Committee on the 30th April, 1844.

Major General F. V. Raper, Visitor and President, Agent to the Governor General.

H. P. Russell, Esq., Judge.

W. J. H. Money, Esq., Collector.
Capt. St. G. D. Showers, Superintendent of His Highness the Nawab Nazim's Education.
Nawab Sufdar Ali Khan Bahadur.
Nawab Wahid Hosein Khan Bahadur.
Rae Sitanath Bose, Dewan of the Nizamut.

ESTABLISHMENT.

Mr. F. V. Seddon, Principal.
Mr. J. G. E. Arrow, Head Master.
Mr. J. F. Delanougerede, Second ditto.
Bashir ud din, Head Moulvie.
Bakar Ali Khan, Second ditto.
Tafazul Hosein, Head Urdu Teacher.
Syad Afzal Alli, Second ditto.
Nabogopaul Turkalunkar, Head Pundit.
Nabokunta Turkapunchanun, Second ditto.
Syad Ibni Hydar, Atalik.
Ahmad ud din, Darogah.
Syad Ali Naki, Writing Master and Oriental Librarian.
Jagutchunder Rae, Writer and English ditto.

This Institution is supported entirely out of the Nizamut Deposit Fund and forms no charge upon the resources of Government. It is divided into two departments, one for the education of the Sahibzadahs or relations of the Nizamut family, and the other for that of persons of respectability who are admitted at the discretion of the College Committee. The question of making the latter department less exclusive and more generally available for the respectable inhabitants of the city of Moorshedabad and its neighbourhood, Hindoo as well as Mussulman, is now under consideration.

His Highness the Nawab Nazim, who takes a deep interest in the College, was present at the annual examination, and distributed the Prizes to the Students to whom they had been awarded by the Committee.

PATNA SCHOOL.

9TH YEAR.

Local Committee on the 30th April, 1844.

A. Smelt, Esq. Session Judge.
H. S. Oldfield, Esq. Opium Agent.
G. F. Houlton, Esq. Collector.
J. A. O. Farquharson, Esq. Magistrate.

S. Davies, Esq. Civil Surgeon.
C. J. Muller, Deputy Collector.

ESTABLISHMENT.

Mr. S. Mackintosh, Head Master.
Mr. E. Fell, Assistant ditto.
Khyrooden Hussein, Urdu Teacher.
Balkissen Matey, Hindu ditto.

The annual examination of this School was held in July and August 1843, in the presence of the Committee and a large assemblage of Native visitors. The first class had read Goldsmith's History of England to the Reign of George II. Malkin's History of Greece to the 72d page, Wilson's Universal History, Milton's Paradise Lost to the end of the 4th Book, Paley's Moral Philosophy to the end of the 1st Book, Brinkley's Astronomy to the 4th Chapter, the six first books of Euclid, and Algebra to Progressions and Logarithms. They had also practised original composition and translations to and from the Vernacular. The studies of the second class during the year had consisted of the Brief Survey of History, the Poetical Reader No. 1, Lennie's Grammar, the 1st Book of Euclid, Arithmetic to Simple Interest, and Clift's Geography. In the Vernacular they had read Historical, Literary, and Scientific Selections, the History of India, and Gilchrist's Rusalah. They had also been accustomed to translation. The third class were in Grammar, the History of Bengal, English Reader No. II., Compound Division, the Geography of Europe and Asia, and Lessons on Objects. In the Vernacular they read the History of India, Selections, Moral Precepts and Fables, with Grammar and Writing. The fourth and fifth classes were in their rudiments.

The Government observed with pleasure the progress made by the pupils of the Patna School during the year, in every branch of study. In Mathematics alone did they fail to give the Committee complete satisfaction; and this result was considered creditable alike to the industry of the pupils themselves, and to the zeal and care of the Head Master and his Assistants.

The number of pupils did not appear to be on the increase. Several were admitted to the School during the year, but at least as many had left within the same period. The Committee's report, however, contained no definite information on this head; and on the tabular returns were borne, improperly, the names of a great many boys who had ceased to belong to the School some time before the examination. The attendance of the boys had not been so regular as could have been wished,

and to this point the attention of the Committee was particularly requested.

The Government agreed with the Committee in thinking Mr. Mackintosh's proposals for restricting candidates for admission to boys who had passed a "period of probation in a Vernacular School," and for giving the children of the wealthy and higher classes of Native Society, privileges and advantages within the walls of the School which should be denied to poor and less respectably connected boys, to be inconsistent with the principles on which the system of National Education in India is based, and therefore inadmissible. If however there were in the city of Patna or its vicinity Native Gentlemen willing to establish a permanent foundation for the liberal education of their children in European and Asiatic literature, and in the Sciences by means either of English or the Vernacular, the Government would regard such a movement with the most lively satisfaction. The rapid increase in the number of boys receiving instruction in the Hindu Branch Schools connected with the Patna Institution, but not supported out of the Education Fund, was considered extremely gratifying. In November 1841 there were 199 boys attending at these Schools, there are now 601 boys and an average daily attendance of 456.

The Committee were requested to place the Government in possession of detailed information regarding these interesting and apparently prosperous establishments.

The Head Master's subsequent interesting Report on the Branch Vernacular Schools is subjoined at length.

"On my joining the Patna School in the year 1841 I was consulted by Mr. W. Dent with regard to the best mode in which a sum of money, of which he was trustee, amounting to about 3000 Rs., collected by him for the late Arrah School, and I believe principally contributed by himself, might be applied to the purpose of Public Education in Patna. As Mr. Dent was well known to be a zealous friend of Vernacular Education, I pleaded in its behalf in the interviews I had with him and in two letters I addressed him on the subject.

"Although Mr. Dent was about leaving this country, he yet generously confided the work into our hands, and placing the funds in the Union Bank, authorized my drawing the monthly sum of 50 Rs. for the support of the Hindi Schools. He has since expressed his approval of the measures we have adopted in carrying on the plan, and has also promised further aid, though I have not yet availed myself of his kind offer by making known to him our wants. These Schools then owe their existence in their present form to Mr. Dent. In their

management I have also been much indebted to the kind advice and encouragement I have from time to time received from Mr. H. C. Tucker, of the Civil Service.

" In November 1841 we commenced with three Schools, containing about 150 boys. From that time to the present the number of Schools and of pupils has been gradually increasing, as also the expenditure incurred, which now amounts to about 100 Rs. per month. The aid I at present receive is, as I have said, 50 Rs. per month. The number of Schools we now have is 11, extending almost in a line from new Digha in the west, to Hagigunge near the eastern extremity of the City of Patna, an extent of 13 miles, within which space I believe there are few localities from which children may not with ease be sent to one or other of these Schools, where a plain, though I trust useful and practical education, may be obtained in Hindi. The number of boys on the rolls is about 600, the average attendance about 400, a small number, it may be, for the space occupied, but considering the time the plan has been in operation, and the expenditure incurred, perhaps better results can scarcely be reasonably expected.

" The majority of these are indigenous Schools, and have been merely improved by us, and brought under one uniform system of instruction and management. Before forming any plan of operation, I instituted enquiries on the state of Vernacular education in this City, as to the age, character, natural abilities and qualifications of each teacher, and the number of pupils, and the course of instruction given in each School. The same we have since done at Dinapore, Hajepore, Futwa, and other places in the neighbourhood.

" Besides information on these points, we also learned that these indigenous Teachers, as might be expected, were generally regarded with some degree of consideration as instructors of youth, each in the place he was located, and more especially such as had been thus employed for some length of time, and had numerous pupils grown up to manhood; that with regard to instruction in Hindi, the only thing cared about was to give the children a knowledge of Arithmetic and Writing, and that nothing in the shape of moral instruction was communicated, nor was even the bare faculty of reading books imparted to the pupils at all, by which that instruction may hereafter be acquired from books.

" We therefore naturally inferred that while on the one hand the parents of the children would undervalue any system of teaching, however costly and in itself of a superior order, that did not give instruction in Arithmetic and Writing as taught *in their own way*, our main object should be to

superadd to the old system what we could, with regard to that point in which it was so lamentably deficient, viz. moral instruction as conveyed in books. This appeared much easier to do, than to engraft on the already existing system any course of instruction in European knowledge, as of Geography, History, &c., which could only be done gradually, and which we do hope to introduce by degrees; since the value of moral truths and instruction is at once acknowledged by all, as it is itself infinitely greater than that of any other species of knowledge.

"Mr. Adam's 3d Report on the state of Education in Bengal and Behar, I had not the advantage of perusing till lately. Perhaps it is well it was so, for we have been compelled by *slow trial* and *personal experience* to do every thing for ourselves. In page 142 of this work I however find the interesting fact that in the year 1815 the very plan we have, since November 1841 adopted, was, in some way, in the contemplation of Government.

"We found it upon the whole advantageous to gain the co-operation of as many indigenous teachers as our funds and means could enable us to entertain. Some of these we hoped would become excellent teachers after a little training; of others we reckoned only on their assistance in teaching Hindi, Arithmetic, and Writing, in collecting boys for the Schools, and in giving instruction to the lower classes in reading. We have endeavoured to make the best of their services, and have reposed confidence in each, in proportion to the zeal and talent he has exhibited. Where there was a deficiency in these points, more attention was required to be paid by another class of teachers hereafter to be mentioned.

"The remuneration the indigenous teachers receive for their service is 1 Rupee for every 10 boys actually learning to read in one book, as tested by a monthly examination taken by myself before pay is issued. In addition to this allowance they receive from us, these teachers are at liberty to receive from the children the schooling they have been always accustomed to obtain. This matter is left entirely with them.

"Over these Schools are placed for the purpose of superintendence, and for the instruction of the senior classes in each School, other teachers already referred to, who get a fixed pay, and who have received either a Sanscrit or an English education. From this class of teachers I obtain a daily report of the state of the Schools, and with them I have frequent opportunities of consulting regarding matters connected with the institutions. There are 11 indigenous teachers and 5 of the latter class, of whom one was lately in the 1st class

of the Patna Government School, and one is still a member of the senior class, but devotes his mornings to the work of superintendence as above described, receiving for his labor a small stipend.

"The books studied are the same as those read in the Hindi Department of the Government School.

"We have no rules of restriction, as to age, caste, or position in society, but the great majority of the children enter young, and are the sons of people engaged in money matters, and hence the importance attached to the study of Arithmetic. The houses in which the Schools are held are small native tiled buildings open on one side. Some we pay a small rent for, in no case exceeding 12 Annas per month; others we are allowed the free use of by the proprietors; more suitable buildings are very desirable. The number of Hindi Schools in Patna, not connected with us, is 22, containing 688 boys. Exclusive of these, within 20 miles on the west of the Government School, there are 17 containing 452 pupils, and on the east within 14 miles 15, having 352 pupils. The total number within the space of about 340 square miles, not connected with us, is 54, containing in all 1492 boys. The number then in connection with us, seems to be nearly 1-5th that of the whole number of the remaining Schools, and that of the pupils in our Patshalahs nearly one-half that in the latter, or say one-third, in case there may be Schools regarding which I may have not been informed."

The School was inspected in April 1844 by Mr. F. V. Seddon, Principal of the Nizamut College, whose Report was extremely favorable.

Munni Lall's proficiency, as ascertained at the special examination, was considered sufficient to entitle him to retain his junior Scholarship for another year.

BHAGULPORE SCHOOL.

7TH YEAR.

Local Committee on the 30th April, 1844.

G. F. Brown, Esq. Commissioner.
T. Leckie, Esq. Civil Surgeon.
H. T. Metcalfe, Esq. Judge.
E. Lautour, Esq. Magistrate,
Major T. E. A. Napleton, Secretary.
Captain W. G. Don.
E. Sandys, Esq. Assistant Magistrate and Collector.
Mahomed Majid Khan Bahadoor, P. S. Ameen.

Mahomed Haneef, Moonsiff.
Shah Inyut Hosain, Zemindar.
Mahomed Muhamid, Molvee of the Dewanny Adawlut.

ESTABLISHMENT.

Mr. C. Ridge, Head Master.
Baboo Grish Chunder Chatterjee, 2d ditto.
Uchumbit Lal, Head Vernacular Teacher.
Wahiduddeen, 2d ditto.

The annual examination of this School was held in July 1843. The number of pupils at that time was 67, shewing an increase of 7 over the number belonging to the Establishment in 1842. This increase, observe the Committee, although smaller than was expected, is, on the whole, satisfactory, inasmuch as it exhibits a larger number of Hindustani boys, natives of the place, as students, than has been reported since the establishment of the Institution.

The 1st class consisting of 9 boys, of the average age of 16 years, had read the History of England, and the outlines of General History, the Elements of Natural Philosophy, Lennie's Grammar to the end of Syntax, Geography, Arithmetic to Decimal Fractions, and had been accustomed to translation, and original composition. The 2d class was in abeyance. The 3d class of 23 boys, averaging 13 years of age, had read the English Readers, Nos. 2 and 3, Grammar, including the Parsing and Analysis of Sentences, Geography of Asia and Europe, Arithmetic to Compound Division, and had been in the habit of writing from dictation and translating simple sentences. The 4th class of 18 boys, averaging 10 years of age, had read the English Reader No. 1, the Rudiments of Grammar and Geography, and Arithmetic to Simple Division. The Junior class of 17, very young children, had been recently admitted and were learning to spell.

The Vernacular Department was divided into four classes; the 1st, of 4 boys, were reading the Bagh-o-bahar, Hatim Tai, Goolbasonour, and Kawaidi Oordoo; the 2d, of 26 boys, Bagh-o-bahar, Hatim Tai, and Fables; the 3d, of 13 boys, Huroof Tahajee; and 4th, of 24, were in their rudiments.

The results of the examination were not considered satisfactory by the Committee, who attributed the slow progress made by the boys to the Head Master's defective mode of instruction and his "want of a clear and methodized system." The Committee, however, considered that Mr. Ridge had had unusual difficulties to contend with, arising principally from the sudden resignation of the second Master, and the delay which took place in providing a competent successor.

Irregularity still continuing to prevail in the attendance of the boys, the Committee were enjoined to use their utmost endeavours to check this practice, of all others most injurious to discipline, and not to be deterred from exercising the powers vested in them under Rule 46, by the fear of diminishing the number of Scholars, the loss of every wilfully irregular boy being a gain to the Institution.

The insufficiency of the Oordoo Teachers being subsequently brought to the notice of Government, two others better qualified for the duty were appointed in their room.

The examination of candidates for the Junior Scholarship was held in accordance with the instructions conveyed in Circular No. 5, of the 4th September, and the Prize was awarded at the recommendation of the Committee to Rajnath Misser. In reporting the result of the Scholarship examination the Committee observed—"The result of the present examination is much more satisfactory than we expected, and Mr. Ridge's great and constant exertions, unassisted by a second Master, augur well for a continuation of daily improvement in the discipline and mode of tuition in the School. The Members of the Committee, who at times attend the School and personally examine the different classes, are convinced that its best interests are now duly attended to, and we therefore respectfully submit for the approval of the Deputy Governor, that Mr. Ridge be allowed a further trial of six months, under the belief that a complete reform will in that time be accomplished in the School, and that we shall, at the conclusion of that period, have the pleasing duty to report most favorably of the Institution."

The Government were gratified to learn the improvement that had taken place, and were willing to allow Mr. Ridge the benefit of the Committee's recommendation. A second Master was appointed, and in January the Committee reported that the number of pupils had increased to 111, and that the improvement which had taken place both in the discipline of the School, and the attainments of the pupils, was such as fully to justify their expectations.

The School was inspected in the month of February 1844 by Mr. F. V. Seddon, extracts from whose report are subjoined:—

"The School which has now 121 scholars, is divided into four classes, comprising 40. The rest, in number 81, constitute the preparatory class, of which 75 were present; they are in the Spelling Book No. 1.

"The fourth class of 12 boys were all present, and were examined in Simple Lessons in Reading, their class book.

Their period under tuition fluctuates considerably from 12 months to 3 years, the mean being about 2 years. The average age is 11, the extremes 5 and 15. Seven are Brahmins, three Keiths, and one a Seiyid. Of the whole, one-half are Natives of the district, and one-half from Bengal. They construe through the Hindui, fairly for the time, such parts as they learn, and spell words from their lessons. They have commenced Woollaston's Abridgement, and made some progress in the Simple Rules of Arithmetic.

"The third class of 13 boys were all present. They were in the same book as the 4th, viz. Simple Lessons in Reading. The maximum term of study is 3 years, and the minimum 1. The average age is 12 years and 9 months, or nearly 2 years senior to the 4th.

"The second class of 11 boys were all present. They are reading sketches from English History in the Azimghur Reader as a preparation for Junior Scholarships. Their average period under tuition is 3 years. The average of their ages is between 11 and 12. Five are from Bengal, and the rest of Behar. They have been reading the Moral Class Book, Grammar as far as Syntax, the Geography of Europe and Asia, and some have gone as far as the Rule of Three in Arithmetic, but others are not out of the Compound Rules. They write from dictation and construe easy sentences, and are commencing Lessons on Things.

"The first class is composed of 4 boys, of whom one is said to have been away for a year and a half at one time, and another to have just returned after an absence of six months. The whole are Brahmins, two of Behar, and two from Bengal. Parbutty Churn Mookerjee reads with a better emphasis than Rajnath Misr, and Jadoonath Misr and Kedarnath Gangooli seem much on a par in accent. The chief defect seemed to me a drawling intonation of the vowels by dropping the voice too suddenly, of which Jadoonath Misr who reads with a low clear tone, seemed most free, but which in the 2d class was most perceptible in the two Christian boys. Otherwise they all read with ease and without mistakes, and translated as if they understood the sense. Rajnath Misr, the Head of the School, competed with the Hill School boys for the Junior Scholarship, and won it. The translation annexed of a sentence not previously read, composed on the spot from my English dictation, but subsequently amended, will afford an idea of his comparative progress in English and Hindui.

"In the Elements of Natural Philosophy perhaps the class shone most, and indeed their answers were very interesting and at times beautiful, all things considered. They far

exceeded my expectations, and it is but due to Mr. Ridge to say he has done justice in this particular. The Laws of Matter, Motion, Gravitation and Attraction, the revolutions of the Planets round the Sun with their relative position, the Earth's form and motion at the Equator and the Poles, the causes and effects of the Tides, the height and weight of the Atmosphere, the pressure of fluids, the attraction of cohesion and other questions selected at random afforded, as one rose out of another, gratifying evidence not only of pains taken by the Master, but of interest by the Scholar, of close application and retentive powers.

" The desire for English instruction dates from the foundation of the Government Schools. The number of Musulman Scholars now on the books is 34, which, with the 8 candidates for admission, will make 42. The next examination will probably average 150 Students."

The Government in forwarding Extracts of Mr. Seddon's Report to the Committee requested them to give immediate directions for the re-modelling the classes of the English Department on the principles laid down in Sections 65 and 73 of the Printed Regulations. It was observed that the studies of the first class, consisting only of four boys, were forced on, to the prejudice of the others, to whom it was impossible that the Head Master could give a sufficient portion of his time if so much of it were devoted to the instruction of this small Section in Natural Philosophy, a subject which is more properly taught in the Senior Department of the Public Colleges than in a Zillah School.

BHAGULPORE HILL SCHOOL.

21ST YEAR.

Local Committee on the 30th April, 1844.

G. F. Brown, Esq. Commissioner.
H. C. Metcalfe, Esq. Session Judge.
F. E. Reade, Esq. Collector.
E. Lautour, Esq. Magistrate.
Major T. E. A. Napleton, Commanding Hill Rangers.
E. Sandys, Esq. Assistant Magistrate.
T. Leckie, Esq. Civil Surgeon.
Captain W. G. Don, Secretary and Superintendent.

ESTABLISHMENT.

Baboo Gooroo Churn Mittre, Head Master.
Lalah Shewsahoy, English Assistant and Hindee Teacher.

Mysha Rhai, Hindee Teacher.
Lalah Jyepurshaud, ditto ditto.
Hunooman Dutt Pattuck, Pundit.

The examination of this School was held in the month of December 1843. The number of boys then belonging to the School was 112. The 1st English Class, consisting of 5 boys, had finished Marshman's History of Bengal, and read 150 pages of Goldsmith's History of England. They had also read short Histories of Assyria, Babylon, Egypt, Persia, the Medes and the Hebrews, from the introduction to Universal History by H. H. Wilson, from the commencement to page 24, English Reader No. IV., Revision of Lennie's Grammar, and Clift's Geography, and a few exercises on the Metals from "Lessons on Subjects." In Arithmetic they had advanced as far as Decimal Fractions and Interest, and had commenced Evolution. The second English Class had read as far as page 133 of English Reader No. II. and a portion of No. IIII, Woollaston's Elements of Grammar, the Geography of Asia and Europe, and Arithmetic as far as Simple Division. The 3d English Class had read from page 16 to 80 English Reader No. I. and Woollaston's Elements of Grammar as far as Personal Pronouns page 12. They could explain in Hindee what they had read, with facility, and point out the different parts of speech in their lessons. They had commenced Clift's Geography, some of them could work sums in Simple Addition and practice writing on paper. The others were learning the Multiplication Table. The 4th English Class were in their rudiments.

The 1st Hindee Class had read the Hindui Reader No. I. and a portion of the "Benefits of Knowledge." The 2d Class were reading in Rowe's Spelling-book, and the Hindui Reader No. I. The 3d Class were in the same books as the 2d, and the 4th in their rudiments.

The Head Master's report to the Superintendent of the School is a highly interesting document, from which extracts are annexed:

"The progress made by the pupils of the different classes during the last twelve months is, in my humble judgment, highly gratifying, and as they gave entire satisfaction to the Members of the Local Committee by the manner in which they acquitted themselves on the day of the examination, it is unnecessary for me to offer any further remarks in this place on their past and present attainments, especially as I have given a detail of them in a separate sheet. I shall therefore, at once proceed to describe the internal arrangements of the school in the order laid down in the 35th Circular of 1842.

"The attendance of the boys in general was very good; gratifying as it was during the last, it is much more so during the present year. The average daily attendance throughout 1843 was 79½ nearly, and that of December 88¼. Seven of the boys did not miss a single day, four only one day each, and seven not more than a week in the course of the year. The distribution of half yearly Prizes to those who distinguished themselves for great regularity of attendance has produced the most beneficial results. The irregularity of attendance in the junior classes is to be attributed partly to sickness, and partly to the boys accompanying their parents to the Hills on leave of absence.

"The cleanliness and the general conduct of the pupils reflect much credit on them, and the arrangements I made last year, with a view to keep them as clean as possible, seem to be admirably well adapted, and have been found very successful.

"The systen of instruction pursued is chiefly interrogative. The pupils of the two junior classes, however, not being sufficiently advanced to understand English, receive explanation in Hindee. The rules have been generally adhered to, and where any deviation has occurred, it had your previous sanction and authority.

"Most of the pupils admitted during the year being little boys, their ages varying from 4 to 10, none of them (excepting two or three Hindoos who were acquainted with the elements of the Vernacular only) possessed any knowledge of the Hindee, and much less of the English language. The same remarks which I made in paragraph 9 of my last year's letter to you, with reference to the effect on the pronunciation and future conduct of boys admitted at a tender age, are equally applicable to the admissions of this year.

"The Native community regard this as an Institution of an entirely charitable nature, but I endeavour to the best of my power, and whenever an opportunity presents itself, to explain to them that the intention of the Government is to improve the moral character of these rude tribes, and to raise them in the scale of civilized beings, by education; and already some appear to appreciate more correctly the noble views of our Rulers.

"I have every reason to be satisfied with the conduct of the under teachers. As to their qualifications I beg to refer you to paragraph 11th of my letter dated 9th January, 1843. The want of a Hindee Teacher, having Grammatical knowledge, is a matter of much inconvenience, and it is desirable to have a Pundit to enable the senior students to translate from English into Vernacular with correctness.

" Before concluding this letter I deem it necessary to make a few general remarks on the flourishing state of the School, and the effects of education on these rude people, for whose particular benefit it is avowedly kept up and supported. From June 1840, when I joined this Institution, there has been a decided and progressive improvement both in the attainments of the boys, and the number of pupils receiving the blessings of education, particularly in the English Department. As a proof of this allow me to refer you to the commendatory Minutes written by the Local Committee individually and collectively year after year, stating the satisfaction they felt at the results of every examination held by them. In 1840, there were only 27 boys learning English, last year there were 58, and now there are no less than 70 boys in the English Department, which is an increase of 12 boys. On the whole, there have been 36 admissions and 25 departures within the year, giving an increase, as the annual abstract will shew, of 11 boys in the aggregate. Of the 36 admissions, 14 are Hill boys, 16 Hindoos and 6 Mahomedans. There is a falling off of 3 Hill boys, compared with the last year's Return. This is owing to one of the Sepoy Scholars, having died in the Hills, and two having been discharged from the Regiment for bad conduct, and also to several other boys, who went to the Hills on leave of absence, having never returned.

" The translations from the Hindee into English, which accompany the Report, were done without any assistance whatever, and the enclosed Essays written in the presence of the Local Committee, will show more than any thing else, how much the writers have improved since last examination. Soobunspurshaud, a boy not yet fourteen, and only 3½ years under instruction, is a rare instance of genius among Native youths, and I only wish his father would send him down to the Presidency for Collegiate instruction, which, however, he is not very willing to do, owing to the lad's weak constitution. Chundoo Mysah, a Hill boy, will, in two or three years more, be certainly an ornament to his tribe, and should he be ever favored by Government with a situation giving him some authority among the Hill tribes, he will, by the discharge of his duties, give real cause of satisfaction to his benefactors, and thereby prove an honor to this Institution. Twenty such youths, or even half that number, sent out to the different parts of the Hills, will effect a vast amount of good by their moral influence alone, and if through them, measures be taken to carry the blessings of education to their doors, it is not prophecy to say that an entire change for the better will take

place in the condition of these rude aborigines of the country, especially as there are so few prejudices to be encountered and overcome. There are also 4 or 5 promising Hill boys in the 2d class; but as they are yet very young, it would be premature to say much about them at present.

"Already some Sepoys appear to appreciate the value of learning and eagerly seek for education for their children; but with a view to attract more notice, I would humbly propose that at the next half yearly, and at every annual examination, the Subadars and Jemadars of the Corps and such Manjhees as happen to be then at Bhagulpore, be invited, and that an order be given to the Amlahs of the different Courts, and a notice to the respectable residents of the town, to be present on those occasions. For unless they witness these things with their own eyes, it is not easy to make them believe what the Hill boys are doing and what they can do. Native gentlemen, in general, entertain an opinion that the Hill people are not better than the brute creation, and it is to remove this misconception that I earnestly request the favorable consideration of the Local Committee to this proposal."

The Committee corroborated the statements of the Head Master in every respect, and the Superintendent in submitting the annual returns, observed as follows:

"When the Hill Rangers first took the duties at Monghyr and on the Botaun Frontier, I had considerable difficulty in persuading the men to leave their children behind, for the purpose of attending the School, but by promising to feed, and assist them in a small pecuniary way, when they required it, they all consented, with the exception of one man; but as his son was very young, I did not press the matter. However I am happy to be able to report, that when the two relieving detachments marched from this to Monghyr, and the Frontier, in the beginning of this month, the men who had boys at the School, came of their own accord, and requested that so much money should be deducted monthly from their pay for the support of their wives and children, being desirous that their boys should attend School as usual. This circumstance, together with the great regularity of attendance, during the past year, is the best proof the Committee can give His Honor in Council, that a taste for instruction has been established, and that amongst the junior boys particularly, great subsequent improvement may reasonably be expected.

"At the desire of the Committee the three best Scholars of the first class, Soobunspurshaud, Teerbhoobun Sing, and Chundoo Mysah, (a hill boy) competed for a Scholarship in

June last, with the boys of the other Institution, but it was not the wish of the Head Master of the Hill School, that they should come forward to try for a Scholarship until 1845 or 46, as it could not be expected that they could compete with boys who have been so much longer in the English Department than themselves. The Committee however considered that they acquitted themselves in a very creditable manner."

The Committee desired to record their entire satisfaction at the result of the examination and their sense of the credit due to the Superintendent, as well as to the Head Master to whose united, constant, and judicious efforts the prosperity of the Institution is chiefly attributable.

The School was inspected in February by Mr. F. V. Seddon, Principal of the Nizamut College, who reported most favorably of the progress of the boys, and of the system of management adopted by the Head Master, Gooroo Churn Mitter.

MOULMEIN SCHOOL.

9TH YEAR.

Local Committee on the 30th April, 1844.

Major G. Broadfoot, C. B., Commissioner.
Captain W. C. Macleod, Assistant to Commissioner.
J. De la Condamine, Esq. ditto.
D. Richardson, Esq. ditto.
Lieutenant E. H. Impey, Commandant Talian Corps.

ESTABLISHMENT.

Mr. G. H. Hough, Head Master.
Mr. J. Crawley, Assistant ditto.
Ko Thyne, Burmese Teacher.

The examination was held in December 1843, and the Committee derived much satisfaction at the general state of the School at that time.

The attainments of the boys, though not of that high order that might have been expected, had their attendance been more regular, and had not some of the most advanced Scholars of last year have left the Institution, yet do considerable credit to the attention bestowed on them by the Head Master, Mr. Hough.

The first class, having but two boys of the class as it existed in 1842, and these the most backward of that class, still afforded the Committee much satisfaction. They replied

with readiness to the questions put to them in Geography, Grammar, and Arithmetic as far as Decimals, from those sent down from Calcutta for the examination of candidates for Junior Scholarships which were opened at the School at the time of examination. The questions in the History were too difficult for them; in this department their reading not having been sufficiently extensive to enable them to reply to them. The system of translating from the Vernacular into English and vice versâ is still continued. The progress made in Geometry by one of the boys was most creditable. The second class acquitted itself tolerably well, as indeed did the other classes. Prizes were distributed to the boys, and a case of Mathematical instruments bestowed on Nga Tha Ai, the boy alluded to as proficient in Geometry. The general arrangements of the School in every respect met with the approval of the Committee.

The Committee's Report was considered deficient, in as much as it failed to shew the progress made by the several classes since the last examination, or the studies in which they were engaged. The Head Master appeared to have entirely overlooked the directions conveyed in Circular No. 35 dated the 28th September, 1842.

As far however as could be judged from the general and vague statements submitted, the Government were disposed to think that the School had not retrograded, and as the number of pupils has increased, though in a trifling degree, it was still hoped that the benefits anticipated by the Government of India from the foundation of the Institution might, by dint of exertion on the part of the Officers entrusted with its management, be eventually realised.

The Committee were requested to direct their best endeavours towards improving the discipline of the School, which in its present lax state is an effectual bar to all improvement. It did not appear that the suggestions made last year in this respect had been attended to, or that the Committee had exercised the power, vested in them by Sec. 46 of the Printed Rules, to expel pupils whose irregularity of attendance might render them deserving of such punishment. It was thought that the Stipendiary or dieting system which still prevails in the School ought to cease, and prizes for proficiency and good conduct substituted for these merely pecuniary inducements to enter the School. It was not likely that the people would appreciate the value of an education which it was necessary to bribe them to receive.

None of the boys were sufficiently advanced to compete for an English Scholarship.

The Committee promised to submit a proposal for the new organization of the School, and for the establishment of a branch at Tavoy. They were likewise requested to furnish a report of the condition and progress of the existing School at Mergui, in regard to which the Government are in possession of no information.

CHYEBASSA AND CHOTA NAGPOOR SCHOOLS.

Local Committee on the 30th April, 1844.

Lieut.-Coll. J. R. Ouseley, Agent Governor General and Commissioner.

Captain Guyon, Commanding the R. L. I. Battalion.

Captain Armstrong, 2d in Command R. L. I. Battalion and 2d Class Assistant to Governor General's Agent.

Captain Hannyngton, Deputy Commissioner.

Captain Ouseley, Principal Assistant Agent Governor General.

Lieutenant Haughton, 2d in Command Nursinghpore Service Regiment.

Lieutenant Bird, Junior Assistant Agent Governor General.

Dr. Macraie, Assistant Surgeon R. L. I. B.

ESTABLISHMENT.

Mohes Chunder Chatterjee, Head Master.

Karamut Allee, Assistant Teacher.

Ramprosad, Hindee Assistant Teacher.

The examination of the Chyebassa School was held on the 13th November 1843. The number of boys borne on the Rolls was 41, divided into 8 Classes. A detailed account of the studies of each class was not given, but the Committee expressed themselves satisfied with the progress made during the year. The Books in use are the English Readers Nos. 1 and 2, Lennie's Grammar, Clift's Geography, and Hindee Readers Nos. 1 and 2.

The examination of the Chota Nagpoor School was held on the 25th March 1844. The number of boys on the Rolls of the School was 64, divided into six classes. The studies of each class were not reported by the Committee, but the examination was considered highly creditable to the students. "Those of the first class readily answered questions proposed from a chapter in History selected by the Committee at the time of examination. They also solved miscellaneous questions in vulgar fractions, and on the use of the Globes. The vivâ voce translations from English into Hindustanee, by Scholars of

all classes, were fluent and correct." Inconvenience had been felt from the want of a proper supply of books, but the Committee have now taken steps to obtain them.

SYLHET SCHOOL.

4TH YEAR.

Local Committee on the 30th April, 1844.

H. Stainforth, Esq., Judge.
A. S. Annand, Esq., Collector.
C. T. Sealy, Esq., Magistrate.
Baboo Gobindpershaud Pundit, Uncovenanted Deputy Collector.
Syud Bukt Mozomdar, Zemindar.

ESTABLISHMENT.

Mr. J. Kelso, Head Master.
Mr. G. Swiney, 2d ditto.
Baboo Kalleenauth Day, 1st Monitor.
„ Anund Chunder Banerjeeah, 2d ditto.
Bissonath Bhuttacharjeea, Head Pundit.
Goureesunkur Turkobhoosun, Assistant.

The annual examination of this School was held on the 17th of July 1843, when the number of Scholars present was 80. The Scholars were divided into 3 classes, and the course of reading for each class was as follows—The first class had read the History of England to the Reign of Henry the 5th; the whole of Nos. 2 and 3 Reader; No. 4 Reader to page 124, the whole of the Vernacular Reader, and History of Bengal; Lennie's Grammar to Syntax; Etymological Parsing; Clift's Geography, Europe, Asia, Africa and America, and commenced with Goldsmith's Geography; Arithmetic as far as the Rules of Proportion, and commenced Elements of Geometry. Persian, Bahardanis, Allamee, and Lookman Hackeem. Bengallee, Gyanarnava, and Gowry Beacrow. Writing on paper. The second class had read the History of Bengal to the Reign of Mohamood of Guzni; the whole of No. 2 Reader, and to page 95 of No. 3 Reader; the whole of No. 2 Spelling; Lennie's Grammar as far as Verbs; Clift's Geography, Europe, Asia, and Africa; Arithmetic, Compound Division; Persian, None learning; Bengallee, Gowry Beacrow and Gyanarnava. Writing on paper. Third class had read No. 2 Reader to page 106; No. 2 Spelling to page 66; Woollaston's Grammar to page 39; Clift's Geography, Asia; Arithmetic, Compound Addition. Persian, Golistan and Bostaun. Bengallee, 3d Part Neeteecotah. Writing on paper. The progress of

the boys was such as in the Examiners' opinion to justify their allowing 6 of them to try for the Junior Scholarships allotted to this School by Government, but as they failed in one or two papers, the Committee could not recommend them for Scholarships; but they were of opinion that the mere fact of their having stood the examination with tolerable credit, shewed considerable improvement upon the last year's examination, when no report at all could be forwarded.

The regular attendance of Masters and the pains taken by them for the improvement of the boys, had had the effect of increased regularity in the attendance of the Scholars, and it was expected, that the improvement in attainments would be much greater at the next annual examination.

The first class read with fluency, and, in the case of boys, who had received their first instructions in the School, with accuracy. In History they seemed well at home in such parts as they had perused, both as to the meaning and parsing of the book they read. Their acquaintance with Arithmetic as far as they went, was sound, and some of the translations from the Report of the Deputy Collector (Pundit Roy Bahadoor) and Principal Sudder Ameen (Mohamad Idris Khan) were very correct and good. The junior classes gave promise of surpassing the senior in pronunciation, as it has been found very difficult to overcome the bad pronunciation inculcated by learning the first rudiments of English from a Native.

The Government observed with much satisfaction the degree of improvement evinced by the boys since the last Report, and trusted that the anticipations of the Committee in regard to their further advancement might be fully realised.

Mr. Ireland inspected this School in November 1842, but did not submit his Report until February 1844, when it was almost useless. He observes—"The 94 boys, whose names were on the books at the time of my visitation in December 1842, were composed of 4 Christians, 18 Mahomedans, and 72 Hindoos. They were arranged in 6 classes; and during the days of examination there were present 50 on the first day, and 57 on each of the other days, as shown in the marginal Statement.

	Number on the Rolls.	Present.		
		28th Jan	29th	30th
1st Class,	13	6	6	6
2d "	12	9	9	10
3d "	27	17	20	19
4th "	14	5	8	8
5th "	11	5	5	5
6th "	17	8	9	9
Total,...	94	50	57	57

"The boys of the 1st class had studied the History of England to the reign of Stephen, 30 pages of Lennie's Grammar, the Geography of Europe and Asia in Clift's Elementary work, and were working sums in compound Division. Of the 6 boys who were present, 4 could scarcely read at all. They evidently did not understand what they read, and were unable to answer any of the questions which I put to them. One of the remaining two boys I found to be a very intelligent youth. He read pretty well, and answered correctly all the questions which I put to him on those parts of History, Geography, English Grammar, and Arithmetic, which he had been studying. I was much pleased with him, but on expressing my satisfaction with the progress he had made in his English studies during the short time he had been at the School, he informed me that long before the School was established, he used to receive instructions in English from a friend who is a writer in one of the Courts. The other boy answered some of the questions with tolerable correctness, but his reading was by no means good, and his pronunciation was very bad. This class had been under the special charge of the late Head Master, and the very unsatisfactory state in which I found it, must be attributed solely to the careless and negligent manner in which he discharged his duties for some months prior to his sudden departure from the station, under very disreputable circumstances.

"The boys of the 2d class had read 62 pages of Reader No. 2, and 15 pages of Woollaston's English Grammar. They had lately commenced Geography, and could work sums in Long Division. The little fellows in this class gave me much satisfaction, and the progress they had made reflects much credit on Kessub Laul, who seems to have taken great pains to make them understand what they were studying. The third class was also under the same teacher, and I found that the same attention had been paid to make the boys understand clearly what they read. The studies of this and the other junior classes were merely elementary.

"The School was established at the beginning of 1841, and during the first year, the Committee visited it almost daily, and exercised a vigilant control over the Head Master. At the end of the year the result of the examination, which was conducted in the presence of the principal European and Native residents, was considered so satisfactory, that the Committee placed much confidence in the Head Master, and ceased to visit the School so frequently as before. After this the Head Master, who proved to be unworthy of any confidence, began to neglect his duties, and the result was, that

the examination, which was held in July, was considered so unsatisfactory, that no returns were forwarded to Government. A few months afterwards he thought proper to abscond, and well for the School that he did so, for he left it, as the Committee and others inform me, in a much worse state than it was in 12 months before. As there was no Head Master, when I visited the School, and the youth who was acting was new to the duties, I remodelled the classes for him, and reduced them to three. The absurd practise of having a great number of small classes, which answers no useful purpose, but is attended with a great deal of unnecessary expense, I altogether disapprove of. I also drew up for him a routine of studies for each class, for every hour in the day, and every day in the week, and requested him to adhere to it strictly so long as he remained in charge.

"I found about 40 Hindoo boys studying Persian. The only object, which they have in view in studying this language is the expectation of obtaining employment under Government. Though the use of Persian in the Courts has been prohibited by Government, many persons assert that a knowledge of it is still necessary, and I have frequently been requested to recommend that it should be studied in the Government Schools: but all the arguments which have been advanced in its favour have failed to convince me, that it is incumbent on Government or on benevolent individuals, to subscribe funds for instructing the Natives of Bengal, in a language, which is not spoken in any part of the country, and which is not even the language of its Rulers. I recommended the Committee either to discontinue the study of Persian in the School, or at least to exact from all those boys who are anxious to study it, such a monthly payment as would in the aggregate defray the expenses of the Moulavee.

"The School House which is in a central situation, relative to the Sudder Station, is in a good state of repair. It is well ventilated, and in every respect well adapted for a School. It will afford accommodation for at least 8 classes, containing on the average 30 boys each. There is a very good house adjoining the School, which I am told might be purchased with the ground attached to it, and put into thorough habitable order for about 500 Rupees. This would be a very desirable residence for the Head Master, and its value to him might be estimated at 30 Rupees per mensem. There was not much furniture in the School when I visited it. Several additional desks, a set of large Maps, and a pair of Globes were urgently required. There were very few works of reference or books of any kind belonging to the Institution.

The class registers of daily attendance were kept in a very slovenly and imperfect manner. As no register of the admission of the boys into the School had ever been kept, I caused a book to be procured and ruled according to the form F. in the Appendix to the Printed Rules, and directed the young man, who had charge of the School, to prepare a general Register of all the boys who were then attending the School.

"It would certainly be considered by the Natives a great favor, if Government would take the School under its charge,* and establish it on a permanent footing. It is very probable that the number of Students would then rapidly increase, but at present the people have no confidence in the stability of the School, and nothing but Government aid will ever inspire it. The laudable efforts made by the Local Community both Native and European, in originating the Institution, and by their liberal donation and monthly subscriptions contributing funds, by means of which a very valuable and durable School-house has been erected, and the Institution maintained during two years with a considerable degree of success; the isolated situation of the district which prevents the inhabitants from availing themselves of the Schools established elsewhere; the general poverty of the people throughout the district; and the eager interest evinced, and substantially proved, by the wealthier part of the inhabitants to establish the means of instruction for their children, are reasons sufficient in my opinion to entitle this School to the liberal support of Government.

* This has now been done. The School is supported by a monthly grant of 200 Rs. from the Education Fund.

"There are, I believe, about 12 Hindoo and Mussulman Schools in the town, averaging about 10 Scholars in each; and in the village of Akaleah, at the outskirts of the town, and inhabited principally by Brahmins, there are 40 or 50 youths distributed through the different Pundit's houses, who are instructed in Bengally and Sancrit."

BURRISAUL PROBATIONAL SCHOOL.

4TH YEAR.

Local Committee on the 30th April, 1844.

R. J. Loughnan, Esq., Civil and Session Judge.
R. R. Sturt, Esq., Collector.
T. Young, Esq., Magistrate.
R. Ince, Esq., Superintendent of Salt Chokies.

W. J. Ricketts, Esq., ditto of Abkarry.
J. Knott, Esq., Deputy Collector.

ESTABLISHMENT.

Mr. S. Barciro, Head Master.
Kallycoomar Chuckerbutty, Monitor.
Serajooddeen, Persian Teacher.

No annual examination of this School was held by the Local Committee, but they reported that none of the Students were sufficiently advanced to compete for a Junior Scholarship.

The School-house having been destroyed by fire in the month of May, 1843, the Government made over to the Local Committee a brick building formerly occupied as a cutchery by the Principal Sudder Ameen of Backergunge, the expence of all repairs effected during the Committee's occupation being defrayed from the local funds.

In the month of February 1844, the School was inspected by Mr. Ireland, whose report was extremely unfavorable. He attributed the decline of the School since the year 1840, principally to the want of a sufficient number of Teachers, and to the inefficiency of the Head Master—"The Natives," he observed, "have long seen that little or no benefit was to be derived from the School, and have ceased to take much interest in it. The only boys at present attending the School are 5 resident Christians, and 35 Hindoos connected with the Omlah of the Courts. It is, however, asserted by all, Natives as well as Europeans, that if the School were permanently established by Government and conducted in a proper manner, with an efficient body of teachers, boys would flock to it from all parts of the district.

"The income of the School, when the houses, which are now undergoing repair, and for which there are sufficient funds in hand, are finished, may be calculated at about Rs. 300 per month as per Statement.

Interest of 11,100 Rs. in registered Bonds, at 12 per cent.....	Co.'s Rs.	111
Rent of a house, on which 3194 Rs. have lately been expended, let to Mr. Muston, when finished,.....	,,	60
Another house lately decreed in favor of the School will, when repaired, let for about...	,,	20
Head Master's bungalow worth.....	,,	20
	,,	211
Monthly subscription, ...	,,	126
	Co.'s Rs.	327

"For the sum of Rs. 300 a month an establishment might be kept up sufficient for the education of 150 boys.

"The Members of the Committee are very anxious to have a Government School established at this station for the instruction of the Natives in the English and Vernacular languages, and are willing to make over all the funds of the School to Government for this express purpose. The funds have accumulated from the liberal donations and monthly subscriptions of Civil Servants who have at various times resided here, and of a few wealthy Zemindars. Government might either take immediate possession of all the funds, or leave them to the management of the Committee with directions for the proceeds to be paid into the local treasury to the credit of the Education Department under the heads Rent, Interest, Monthly Subscriptions."

On the 9th April 1844, the Committee were addressed in the following terms:

"The Hon'ble the Deputy Governor has determined to dissolve the connection that at present exists between the Government and the Burrisaul School, and to withdraw the allowance assigned from the public funds for its support, unless the Committee are prepared to agree to the following arrangements, by which it appears to His Honor that the means of education, which the inhabitants of the district of Backergunge are desirous of possessing, can best be provided.

"It is believed that the Committee are willing to make over to the Government all the funds now in their hands. It is likewise understood that these funds consist of private bonds to the amount of Rs. 11,100 bearing 12 per cent. interest, the rent of three houses estimated to yield Rs. 100 a month, and a monthly subscription list amounting to Rs. 126. Now it is obviously out of the question that the Government can either take upon itself the risk and trouble of realizing an income of this nature, or guarantee the permanent existence of a School dependent on such uncertain and fluctuating sources of supply, but if the Committee are able and willing by the sale of their bonds and household property (except the School Master's Bungalow), and by the substitution of donations once for all in lieu of the sums now contributed monthly by the Subscribers, to pay over to the credit of the Education Department, either in cash or Government 4 per cent. Securities, a sum in amount not less than Rs. 25,000, the Deputy Governor will, in addition to the present allowance of Rs. 30 a month for Books, guarantee an establishment on not

Head Master and Bungalow.	130	
2d Ditto,.....	60	
3d Ditto,.....	30	
Pundit, ...	20	
Servants,.....	10	
	250	

less than Rs. 250 a month as per margin, and the appointment of an additional teacher on Rs. 20 a month, as soon as the average daily attendance exceeds 120.

"The Government Junior Scholarship now available for the School in the Dacca College, would of course, under these circumstances, be continued on its present footing.

"The monthly subscription of Rajah Kalishunker Ghosal, should he be disposed to continue it, might be appropriated to the payment of two or three Junior Scholarships in the Dacca College to be denominated "Ghosal Scholarships," tenable under the rules in force and entitling the holders to compete for Senior Scholarships in that College; and any other person willing to pay the sum of Rs. 2,400, either in cash or 4 per cent. Promissory Notes, to the credit of the Education Fund, might be entitled to found a permanent Junior Scholarship of Rs. 8 a month in his own name on similar terms.

"The property of the Committee in the School Master's Bungalow must also be transferred to the Government, and the repairs of all the School buildings will then be made at the expense of the State."

BANKORAH SCHOOL.

5TH YEAR.

This School was inspected by Mr. J. Ireland in March 1843. He stated that the European Residents at the Station took little interest in the School, and that the monthly subscriptions were now insufficient to meet the expenditure. The number of Students nominally belonging to the School was 60, of whom 34 were present when Mr. Ireland was there. The condition and prospects of the School were not considered by the Government to justify a continuance of the grant of Rupees 20 per month for the purchase of books and it was accordingly withdrawn, the connexion of the School with the Government being at the same time dissolved. The Committee however were informed that whenever the residents and natives of the district might succeed in raising a sum of money which invested in Government Promissory Notes, or other equally valid security, would yield a clear annual income of not less than Rs. 1,200 per annum, and be willing to make over that sum to the Government for the foundation

of a School at the Sudder Station on a permanent and efficient footing, the Government would grant from the Education Fund an annual allowance equal to twice the amount of the income so obtained and guarantee the maintenance of an establishment at the rate of Rs. 300 a month.

RUSSAPAGLA SCHOOL.

Managing Committee on the 30th April, 1844.

Capt. W. L. Mackintosh, Superintendent.
Prince Yaseen Muhammad.
Prince Gholam Muhammad.

ESTABLISHMENT.

1 Teacher of English.
1 Ditto of Arabic and Persian.
1 Ditto of Persian and Hindee.
1 Ditto of Bengallee.

In 1838 the Superintendent of the Mysore Princes, Major J. W. J. Ouseley, was directed to prepare, in communication with the principal members of the family, a scheme for the appropriation of about Rupees 600 a month for the education of the children of their relatives and dependants. The Superintendent accordingly proposed to entertain an establishment at the rate of Rupees 490 a month for the purpose, and this being approved by the Government, the School was opened on the 1st October of that year. The Hon'ble Court of Directors approved of the grant of Rupees 600 a month for the support of this School, but the full amount has never been drawn.

On the 8th September 1840, the Superintendent reported the result of the first examination. Though the School was in its infancy and the studies of the pupils of an elementary character, the progress made was satisfactory. On the 31st December 1840, the Superintendent submitted a formal Report for the first time. There were then 20 Students in the School, all of whom learned Persian, 18 English, 17 Bengalli, and 3 Arabic. On the 25th March 1842, another Annual Report was submitted. The number of boys had increased to 21, all of whom read English and Persian, 17 Bengalli, and 2 Arabic. On the 15th February 1843, the Superintendent furnished the third Annual Report. There were 24 Students, of whom 2 read English alone; of the remainder all read Persian, 17 English, and 16 Bengalli.

The attendance of the boys was represented to be tolerably regular, and the proficiency they had attained considerable. The members of the Mysore Family were said to take a deep interest in the welfare of the School, and to visit it frequently.

There are now 22 boys in the Institution, of whom 2 read Persian alone, and 1 Bengalli alone. The remainder all read English and Persian, and 13 of them Bengalli. The Superintendent considered the progress made by the pupils in English, Persian, Oordoo, and Bengalli to be on the whole satisfactory, but in order to ensure further proficiency he recommended that boys under ten years of age should be restricted to the study of one language, and under 12 to two, the choice of the languages resting with the boys or their parents.

The Government approved of the Superintendent's proposal to limit the studies of the pupils to one or more languages according to their age, and desired him to draw up a set of Rules for regulating the course of study in each department, and for the general management of the Institution.

FINIS.

APPENDICES.

APPENDICES TO THE REPORT

OF THE

COUNCIL OF EDUCATION.

APPENDIX A.

LAW EXAMINATION 1844.

FIRST SERIES.

GENERAL QUESTIONS.

1. What is meant by the Law of Nature ? and by the Law of Nations ? and how may they be distinguished from each other ?

2. What is meant by the Local Law (Lex-loci) ? and the Law of Domicile ? give any instance in which a conflict may arise between them.

3. State briefly what are the different Codes or Systems prevailing in the Supreme and Sudder Courts and under what modifications they prevail ?

4. What do you understand by a Court of Equity as distinguished from a Court of Law ?

5. State the order in which parents, children, brothers and sisters and widows succeed according to the English Law of inheritance ?

6. The same according to the Hindu Law ?

7. The same according to the Mahomedan Law ?

8. If a Hindu adopt a son and afterwards a son is born to him how will his property be distributed in case he should die intestate ?

9. How does the Hindu Law of Succession decide between the rights of the sister's son and the son of the paternal uncle of the deceased ?

10. To what extent can the will of a Moosulman who leaves the whole of his property to one of several sons be maintained by the Mahomedan Law ?

11. If the parents of a Moosulman are dead will he succeed to the property of his grandfather jointly with any uncles he may have ?

12. What are the sources from which the English Common Law is derived?

Second Series.

MERCANTILE LAW.

1. What is real Property? and what personal Property? what legal distinctions can you draw between them?

2. What are simple contracts? and what are specialties or contracts under seal? and wherein do they differ?

3. In what cases will the act of one Partner bind all his Co-partners in the absence of any Express Agreement or Articles?

4. What kind of interest in the business of a Partnership will render a person responsible as a Partner to third persons?

5. To what extent are the Members of a Joint Stock Company liable to third persons and how may their liability be restricted?

6. How can a Factor or Agent deal with goods consigned to him so as to bind his principal to third persons?

7. Give the common form of a Bill of Exchange and state when it is Negociable, and what is meant by the "Acceptance," "Acceptance for honor," "Presentment," and "Protest" of a Bill of Exchange?

8. When is the Master or Captain of a Ship entitled to "Abandon"?

9. How many Part-owners of a Ship may there be? and how are they to be distinguished from Partners in general?

10. What warranties are implied with reference to the Ship and the prosecution of a Voyage in every Policy of Insurance?

11. What is the right of Lien? and the right of Stoppage in transitu? and how may the latter be affected by the indorsement of Bills of Lading?

12. What is the meaning of General Average and Particular Average?

13. What is Bankruptcy? and what is Insolvency? can you distinguish between them?

14. Mention any one doubtful question of Commercial Law that has been mentioned in this course of Lectures, and state the arguments on both sides with your opinion in conclusion.

Note.—It may be as well to mention that several of these questions had no reference to the course of Lectures and were intended to test the general knowledge and ability of the Students.

Answers by Isserchunder Mitter.

HINDOO COLLEGE.

First Series.

1. The will of the Supreme Deity, as evinced in his creation, is the *Law of Nature.* It is a Law in contradistinction to the positive Laws of a community, and to the revealed Law; the former is a rule prescribed by the Supreme Power in a state commanding what is right and prohibiting what is wrong, and enacted to supply the exigencies and wants of the community; the latter is a Law whereby the will of God is expressed and made manifest—but the Law of Nature is to be gathered from the creation itself from the observance of things and the ends for which they were created. The Law of Nature is to be found even in the most barbarous countries which have not attained to that degree of civilization which is necessary to the formation of positive Laws whereby conveniences may be increased and injustice avoided. The most rude barbarian knows that an offence of murder, or the killing of a fellow brother, is a *malum in se,* a violation of the Law of Nature. The *Laws of Nations* are those Laws which, besides the positive Laws of community regulate their conduct in their intercourse with each other. They are different from the Law of Nature in this respect. That the Law of Nature is equally binding on, and directory of the conduct of every man considered as a part of the universe, whereas, the Law of Nations is made by the policy of nations to secure each others advantage. Thus the Law of two Nations forbidding the exportation of cotton or any other commodity from one of them to the other, is an international Law between them; but it is not a Law of Nature, because it is only a matter of policy, and does not constitute a *malum in se* for its violation, for there is no reason why a *man* should, against his will, be forbidden to take something of his own to another country, except as a *subordinate* policy for some convenience or otherwise.

2. The *lex loci,* or the Local Law, is the Law prevailing in certain communities in a general sense, or more particularly, that, which prevails in certain districts of the community or nation. In England, the lex loci may be defined to be those Laws, which, besides the General Law, prevail in certain counties and districts, as the custom of gravelkind, in Kent, by which, in opposition to the general doctrine of primogeniture, all the sons are equally entitled to inherit the

property; such is also the custom of Borough English, which ordains that the youngest son only shall succeed to the property. The Local Law in a general sense may be said to be the Law of a country which a foreigner residing in that country adopts to himself to; and the Law of Domicile is the Law of his Native country. If there be any *contract* for the purpose between the two nations, then the Laws of the Native country may bind on the person when residing even in another country—but if there be any contract or not between the two countries, he must be bound by the *lex loci*. *Conflicts* generally arise in these matters where no such contract between the nations exists; for instance, where a native of England resides in a foreign country and hires slaves to do his work, then as the slavery is abolished in England, she may resent this offence in one of her subjects, but the person being under the *lex loci* of the foreign kingdom claims its protection, whereby she may not allow the Native State to inflict penalties on the person, which leads to conflicts and contentions between the States.

3. In the *Supreme Court* of Judicature, here, the English Law generally prevails, as regarding the residents and Englishmen and is to decide in all those cases which are subject, in England, to the peculiar jurisdiction of several Courts—As the Courts of King's Bench, and Common Pleas, the Court of Admiralty and the Courts of Equity. The English Law also prevails, as regarding the Hindus, in matters of public and private wrongs; but as regarding matters of inheritances, it has been ordained by the 21 Geo. III. and Regulation 4, 1793—that the natives of this country—the Hindus and Mohomedans, shall have their Laws in force. But in the *Sudder* Court the Regulations and Acts of the Government, under certain restrictions, are in peculiar force. An Act when passed by Government shall be valid, if it does not infringe on the King's prerogative, on the constitution of the Company or certain Acts of Parliament which may be in force in this country. There being few English gentlemen in the Mofussil, and those (even, before the enactment of the Black Act here) being tried in the Supreme Court, the Courts of the Mofussil and the Sudder Dewanny Adawlut are not so much engaged in the administration of English Law, as of the Regulations of Government, and the Laws of the Natives which still are in force. By this it is not meant that the Regulation Law does not prevail in some degree

in the Supreme Court, or that the English Law does not influence the rights of Englishmen in the Mofussil, but that the English and Hindu Laws or Codes prevail chiefly in the Supreme Court, and the Regulations and Acts of Government, as well as the Hindu or Native Codes are principally in force in the Sudder Dewanny Court and the Courts of the Mofussil.

4. A Court of Equity is different from a Court of Law in this respect, that in the latter actions are decided according to the Law, the "rule of *prescribed* conduct;" whereas, in the former, cases are decided in which "the *law*, by reason of its universality, cannot reach," for Equity is defined by Grotius to be the connection of that wherein the Law, by reason of its universality, is deficient. Equity, in its common signification, means right or lawfulness, but in its technical sense it means an interpretation of a deficient law by taking the reason and spirit of it, that is the cause which moved the Legislator to enact it; thus a law ordains, that any one who is left in the wreck of a ship is a lawful claimant of the goods therein saved, it happened that at certain wreck a sick man was left in the ship which fortunately was not lost, and he claimed the property so saved, by his right at Law—the question is, will such a person get the property—now it is evident that the sick man was *compelled* to lie in the vessel, and the main object of that law was to encourage any person who should be able to save any property therein, and the sick man consequently cannot lay any claim to the property. It is true, that strict justice is of a very commendable nature; but to practice it to extreme lengths shall be subversive of all law; and on the other hand it would be as bad if each decision were left entirely to the breast of the Judge, and there were no fixed criterion of judging wrong and right. To remedy this evil, Equity has to decide in those cases where the Law, "by reason of its universality, deficient."

5. In the English Law of Inheritance, as regarding property *real*, the right of primogeniture is allowed on the principle of the feudal law, by which the feuds were not allowed to be divided both on account of the military services which were required of free-holders, and on account that if the estate were allowed to be divided, it would soon become poor, and ultimately in course of time, fail; wherefore in England a Rule or Canon of Inheritance is that the eldest son should succeed to the estate: hence, if there be any number of children, brothers, or sisters, the eldest son alone would succeed. There is also another Canon, that the

estate of a man be inherited lineally by his descendants but not his ascendants or ancestors, on this supposition that the estate in coming to the person must have come to the possession of the father, therefore parents were not allowed to inherit. When the inheritance lineally ceases, it goes to the collateral kinsmen who are descended from the same stock of ancestors. The Canon on this head is this, that the kinsman who inherits should be of the blood of the first purchaser, and to enlarge this principle a little more (in the feudal law) a *feudum novum* is held *ut atiquum*, that is although a land be newly purchased yet it may be held as ancestral, and therefore if a man purchases land, although it can descend to his descendants being of his blood, and although it cannot descend to his brother, he being not of his blood, yet by the principle added, it can descend to his brother; but in case of ancestral property his brother, being of the blood of his father or grandfather, who have been the purchasers, has every right to succeed—therefore the maxim is, that when the inheritance in the lineal descending line ceases, a brother shall succeed to the estate, or if there be no brother, the sisters shall succeed equally—the right of primogeniture prevailing in the cases of males only.

6. According to the Hindu law—the son or sons succeed first and equally—in their default the son's sons—in their default the son's grandson. In default of him, the succession ceases in the male descending line, and the widow succeeds to the property although she has not a proprietary right in the property, for she cannot alienate it either by sale, gift, or contract, using as much as is *necessary* both to her and to the performing of obsequies to her husband. In her default, the property goes to the daughter—the unmarried daughter has the first claim, then the daughter who has or is likely to have male issue, but not the widowed or barren daughter, or the daughter who is the mother of a daughter according to the Bengal School. But according to the Benares School, the unmarried daughter is the first, the married indigent daughter, and then the married wealthy daughter. And according to the Mithila School, the unmarried daughter is the first, the married daughter the next, making no distinction between indigent or wealthy, barren widow or having a male issue. In default of the daughter, the daughter's sons inherit, and if there be several daughter's sons they take *per capita*. In default of these it goes to the ascending line—the father inherits, and in his default the mother, then the brother, then

his sons and grandsons, and then the sister's son. The sister does not inherit at all. According to the Mithila School, the daughter's son and father do not inherit, but it goes to the mother, and according to the Benares School the daughter's sons inherit, but the father inherits after the mother.

7. According to the Mahomedan Law, the widow is a legal sharer, taking an eighth when there is a child or son's child, and a fourth when there is none—when there is a son the father is a legal sharer and he takes a sixth, and the mother also a sixth ; but if there be no child or son's child, or two or more brothers and sisters, when these are not in existence, the mother takes a third, and the sons and daughters are residuaries, a male child taking twice the share of a female, but if there be no son, the daughter takes a half, or if there be two or more, all of them share equally between them a two-third of the property. Sisters stand excluded by a son or son's son, a father and a true grand-father, but if there be a daughter or son's daughter they are not excluded although they do not get any legal share, they then become residuaries, with a male in the same degree the proportion of shares being as two to one, but if there be no daughter or son's daughter, a half is the legal share of one and two-thirds of two or more. If there be a daughter or son's daughter, as I have mentioned, or supposing there is no daughter or son's daughter, but there is a brother together with a sister, the brothers and sisters become residuaries, the portion of the brother being double that of the sisters ; half-sisters by the father stand in the place of sisters when there are none, or if there be a sister of the whole blood, they take a sixth, but if there be two or more they get nothing. They stand *totally* excluded by the child or son's child, or father or true grand-father ; the half sisters and brothers by the same mother take equally in opposition to the double share of a male.

8. If a Hindu adopts a son and a legitimate son is afterwards born to him, the adopted son takes a third, according to some authorities, and a fourth according to others, and if there be two or more legitimate sons he takes in the same proportions ; thus, if there be an adopted son and two legitimate sons, the property is divided into five parts according to the first maxim, and the adopted son gets one and the legitimate ones, two each—according to the other maxim, the property is divided into seven parts, of which the adopted son takes one and the legitimate ones three each.

9. In order to distinguish the rights of a sister's son and the son of a paternal uncle, it would best be exhibited by giving their rights of succession in order—the right of the sister's son would be found to be prior to that of the son of the paternal uncle. In default of the sister's son, the brother's daughter's son succeeds, then the paternal grand-father, then the paternal grand-mother, then the paternal uncle, then his son and grand-sons.

Bengal School.

10. A will, by the Mahomedan Law, can be executed by a person of sound health and disposition ; but the legacy cannot exceed one-third of the property, and is not valid when made to an heir, except at the consent of the other heirs—therefore a legacy made to the son of the whole property is not valid unless with the consent of the other heirs, and if they do not agree to it, he can only claim lawfully his part of the share.

11. The right of representation is not allowed in the Mahomedan Law as in the English and Hindu Laws, where a father may be represented by his son. As in the right of collateral succession in England, when there is no brother of the deceased, the brother of his father therefore does not succeed if there be a son of the brother, which son represents his father to all intents and purposes. But in the Mahomedan Law it is not so—a son cannot represent his father ; therefore according to it, when his father is dead, he cannot claim the property of his grand-father, (which he can only do by right of representative) when there is a paternal uncle, the son of his grand-father to inherit the property.

12. The English Law is derived from many sources. The *Common Law* of England is comprized of long established usages which have been practised, and acted under, " time out of mind, or time whereof the memory of man runneth not to the contrary." In the most ancient times there were many systems of law prevailing in different districts. Alfred had the ability to collect many of them and to have them observed by the whole community. His book was styled the Dome book, or *liber judicialis*, which unfortunately for posterity has perished. The invasion of the Danes and Saxons had introduced laws different from the law of the land, and in the eleventh century, there prevailed in England three different systems of laws, viz. the Mercen lege, the West Saxon lege and the Dane lege. Out of these

it is said that Edgar and Edward the Confessor compiled their systems of laws which they ordained to be observed by the community; but it is more probable that those systems were collected from the *libre judicialis* of Alfred. However that be, the common law is of good authenticity, and it derives it chief force and support from being of immemorial usage and being obeyed by generation after generation. As a law is enacted for the good of the community, it is better that that law should have the voice of all its members. The Common Law being placed on the love and obedience of the community, and having stood so long in their estimation, it cannot but be said, that the Law has great and intrinsic value. It remains only to observe the sources of the Canon and Civil Laws which prevail in some Courts. The *Canon Law* is derived from the writings of Holy Fathers and Saints, from the edicts of the Councils of Bishops and the decretal orders of the Popes. The *Civil Law* is the Municipal Law of the Romans comprized in the Institutes, the Pandects and Novels of Justinian. These are not followed in England for any obedience or allegiance which England has for Rome or the Emperors, but are only followed as matter of choice, and because the custom of ages has rendered these Laws a part of the Common Law. I shall conclude by observing that the *Statute Law* of England consists of the Acts made by the King with the aid of Parliament, and are founded upon the Supreme Legislative authority of the Sovereign, and the two Houses of Parliament.

Second Series.

1. *Real* property is that kind of property which is immoveable and lasting; it is defined to be "that which has an *immobility* as to place, and *duration* as to length of time," as land, which is a real property or thing, for it cannot be taken out from the earth or transferred to another place, and shall last almost as long as the earth shall exist: It is not absolutely lasting, but has a sufficient degree of stability to induce one to say that it is almost unperishable. Real property is divided into three kinds, viz. lands, tenements, and hereditaments, which some suppose to be of the same nature, but they have at least some shades of difference, as an heir-loom, which is inherited together with the house, is a hereditament. Personal property is that which is of a moveable and

perishable nature, that is, it follows the person of the possessor wherever he goes, and can last no longer than a short and limited length of time; thus the apparel, the furniture, the money of a man, can go along with his person, and are also of a perishable nature. Personal property is divided into two kinds, viz. absolute and qualified. Absolute property is that to which a man can have a total right to the possession of, and qualified property is that of which a man can have a temporary possession. Goods, furniture, trees, jewels, monies, &c. are personal *absolute* property, as a man has a total and paramount property in them above all others, and as no one can lay any claim to them when he got them by means and enterprizes of his own. But animals *ferae naturæ* or of a ferocious nature, when reclaimed and tamed by a man to remain in his hold, are personal, qualified properties, for they are so long his, as long as he can keep them within his subjection, but when they have once got possession of their former liberty and wandered away to their native forests, they are as much his property as of any other, then they are no longer the subjects of property or "dominion." There is another distinction in personal property, viz. a property in possession and a property in action; a property in possession is that in which a man has not only the title but also the possession; and a property in action is that of which a man has not the possession, but a mere right or title to, and which is recoverable by a suit at law, and the thing so recovered is called a chose in action. There is another kind of property which is neither absolutely real nor personal. Of the quality of the one it has an *immobility* as to place, and of the other, it has a quality of lasting not long, such are leases on lands which remain for a short or any definite period of time, but the land is immoveable. One legal distinction which I can draw between real and personal property is this, that the one is inheritable in the English law, by right of primogeniture, and the other equally, or as regulated by will.

2. Simple contracts are those which are done either by word of mouth or by mere writing unsealed, and contracts under seal are sealed, and duly signed by the parties with the evidence of witnesses. A simple contract may only be valid if the subject of the contract be demanded within six years after the formation of the contract, whereas a deed under seal may be valid to any reasonable length of time. In contracts, simple, any thing may be altered or superadded, but in special contracts no alteration or addition can be made

without endangering its validity. A contract simple may be revoked or its obligations rescinded by the consent of the parties, verbally, but a contract under seal can never be revoked without the assistance of another deed to the purpose. In contract, simple, the *consideration* for which the contract is made, is the evidence or proof of its being made, whereas in contracts special, the deed itself is a sufficient proof of its existence. In contracts special, the deed itself is a sufficient warrantry of its validity and its being executed, whereas, in simple contracts, if a reasonable *earnest* or otherwise, be not made to bind the bargain, one may not be bound by it unless immediately performed, or unless the contract be in writing though not under seal. In these distinctions does a simple contract differ from a special contract, or contract under seal.

3. The acts of a partner in transacting business related to the business of the partnership or firm, are binding (even when made without the consent of his co-partners) on the other members of the firm. When a partner pawns some articles to a man, or takes a loan pertaining to some business of the firm, his co-partners are liable to recover that pledge and repay this loan. When a partner guarantees some one in a contract or otherwise, his co-partners are liable for that security. If a partner indorses, accepts or draws a bill, his partners are responsible for that. In fact, in the execution of any business which is similar to that carried on by the firm, a partner will bind his co-partners thereunto. But if, in the execution of any such business, the trader knows that he does not act on behalf of the partnership, and still makes any contract with him, then, if it be proved that he did not act *bona fide*, he cannot bind the co-partners on account of the partner. For instance, a firm entered into an agreement with a partner of another firm, and, in order to guarantee themselves against any danger, insisted on the partner to act as if in behalf of his partnership; on the failure of the partner it was decided that the contractors cannot recover their sum from the co-partners, as they knew that he acted for himself, therefore a partner cannot bind his co-partners in any transaction of his own, if the trader *knows* it to be such. Also, he cannot bind his co-partner by a bond or deed; therefore, if a partner executes a deed, the other partners are not bound by it, but if it is done in their *presence*, and with their seeming *assent*, it can bind them, but there are some differences of opinion on this head.

4. A participation in profits and losses for an undertaking constitutes a partnership, therefore any *specific interest* in the *profits* will make a person responsible to a third party as a partner. Whoever has a *share* in the profits must have a share in the losses, and therefore, although a man who gets some remuneration for his labour in *proportion* to the profits may not be deemed a partner (by a third party) as regarding responsibility for losses, yet a person in the same station who takes a specific interest in a *part* of the profits, will be deemed as such, and liable for any losses which may be suffered by the partnership.

5. The liability of the members of a Joint Stock Company extends (as regarding the claims of third persons) to their private properties, but this liability of the members, to answer the claims of creditors and others by the last farthing they have in the world, may be restricted by Charters from the Queen or Government, who can grant them several privileges, one of which is this, that they will be amenable or responsible only to a certain extent proportionate to the amount of their shares in the Joint Stock, whereas in partnerships, any partner is bound to make good a debt to the utmost of his power and wealth, though any other member or partner who had not means sufficient, paid the debt to an amount even below the proportion of his shares, and the profits he had accrued or gained.

6. A factor or agent who is entrusted with goods to sell them for his principal, can lawfully deal with them according to the injunctions and commands of his principal, so as to bind him by the contract. In the fulfilment of *acts ordered* to be done by the principal, and in doing *acts under general commands*, the agent binds his principal by such acts. To exemplify the former, take for instance a driver of a coach, or agent of his master to drive the coach, if he drove over the body of a man, the master is liable for this injury; so in the case of factors, when the principal commands him to do any act, which he does either carefully or negligently, he is bound by such act. To exemplify the latter; if a master was in the habit to command his servant to bring goods on credit, and he makes away with the property, the master is liable for this to the merchant, who supplied him with those articles, and knew that they were usually taken by the servant, in order to serve the purposes of the master; and the same rule holds among factors. But by this it is not to be thought that, in the performance of acts ordered by the principal, the agent may,

or may not use diligence in so doing, that is not the case; the agent is required, on his part, to obey his principal in every intent and purpose, and he is required as much as he can to fulfil those duties which are imposed by his principal, and to go along with his intentions and designs to the best of his power. But when the agent acts contrary to the injunctions of his principal, or contrary to usage, the principal is not bound by those acts; he cannot indorse a bill in the name of his master, if he is not ordered to do so—he cannot deliver goods on credit contrary to usage; for if he does so, the master is *not* liable, or bound by the contract, and he may redeem the goods by an action in Trover. With these restrictions, an agent can do acts whereby he may bind his principal, and make him amenable to third persons—and can execute those transactions with such freedom, that it appears he were the principal himself.

7. A Bill of Exchange contains an order from one person to another to pay on his account a sum of money to a third person. The common form of it is this. Pay to A B, or order the sum of Rupees —— (for value received,) and place the same in my name or account—with the name of the person who is to pay, called the *drawee*, on the top, and the signature of the person who draws the bill, called the *drawer*, placed below. If the person who is directed to receive payment does not receive it himself, but directs another to receive it, then he should write his name on the back of it; which is called an indorsement, and which is *blank* or *full*, according as the name of the indorser is only written on the back of it without any other circumstance being mentioned, or if the name of the person, who is to receive the money for the indorser, is particularized. It is negotiable by indorsement, for one of the indorsers may indorse it again to another, and he again to another, so that it can be transmitted through several hands before it can come to the drawee, and thus, instead of large quantities of money being transferred from one to another, this paper, which represents money, may be transmitted more conveniently. The "Acceptor" is the drawer, so called, when he accepts the bill, presented by the payee or indorsee. "Acceptance for honor," is the accepting of the bill by a person different from the drawee—when the drawee does *not* come forward, such an "acceptor for honor" may have his remedy against the drawee. The "presentment," is the presenting of the bill, by the indorsee or payee, for "acceptance," at a certain time and certain place, or if the bill is

accepted but not payed, (allowing the days of "grace,") the "presentment for payment at the proper time and place—"*Protest*" is made by the indorsee or payee, when the drawee does not accept the bill, or if accepted does not pay the bill after allowance being made for the days of grace, which are different in number in different countries. This "Protest" should be made before a public Notary, or if there be none, before a respectable inhabitant of the place. The payee is always entitled to payment; for if the drawee does not pay this money he can have it from the drawer, or if the indorsee, he can go to the payer if the payer had made the endorsement, or to the indorsors who have been the indorsee to some other indorsers.

8. The Master of a ship is allowed to abandon the vessel in case only when all his endeavours to save the vessel hath failed. Great liability and trust is laid on the Master, who in enjoined to try all possible means for the preservation of the ship and cargo from destruction.

9. A ship is divided into sixty-four shares, and every part-owner cannot take less than two; wherefore there can be thirty-two part-owners at the utmost. Part-owners are the joint tenants of articles of their merchandize, whereas partners are tenants in *common*. In the former certain shares are joined together to which each has his own *part* of the right, whereas, in the latter, a property stands, in which every one has an equal interest. In the former any one may dispose of his share without the consent of the rest, but in the latter he cannot do so without the assent of the others. In the one case, the liability of a single person does not reach any other, in the other, all are equally liable for any damage or loss.

10. The implied warranties in a Policy of Insurance, though not expressed in it, are, (regarding ships) that the vessels be exactly in the state mentioned in the Policy under a certain date—for if it be not such, the insurers cannot be bound to pay the money stipulated to be paid if the ship be lost. Or if the ship's state be not known, not being in port, they may take it as "lost or not lost." As regarding the course of the voyage the implied warrantees are, that the ship should proceed directly to its destination, that the Master should not provoke hostilities with any nation, and that he should keep aloof as much as possible from the attacks of enemies.

11. The right of "lien" is the right to keep goods (either pawned for debt, or sold but the price not paid,) in possession,

till the debt is paid or the price given. The right of "stoppage in transitu" is the right whereby a merchant, who had consigned property to another, and who conceives that the consignee may be insolvent, can stop the goods while they are proceeding on the sea, and can transfer it to another, but when once the goods are delivered he cannot transfer them to another. This transfer is made by an indorsement of the bill of lading in which the goods are enumerated and the contract made (as is the method in *general* ships chiefly) and which being directed to the consignee, is endorsed and directed to another person, to whom the proprietor or merchant wishes the goods to be given.

12. When ships are in great hazard in a tempest are liable to be drowned, the shipmaster throws over some goods to lighten the vessel which is called "jettison;" as this loss (it may be of one person) is made for the saving of the others, it is made good by the contributions of the other merchants, whose goods were thus saved at the expense of another. This contribution is called "general average," and particular average is the loss accrued by one or two persons, whose goods are washed away for instance by a wave. This is meant by "particular average" wrongly so called.

13. Bankruptcy is the state of a bankrupt. He must be a trader and a *regular* trader, otherwise he cannot become a bankrupt. In England, the acts of a bankruptcy are the "being out of the kingdom," concealing oneself within his own house—lying in prison for twenty-one days, without demanding bail, on an arrest for debt, not paying a debt of 100*l.* after the judgment of a court for his paying—confessing one's-self as not able to pay his debts. These are acts of bankruptcy, all of which tend more or less to the defrauding of debtors. On any of these acts being made, a creditor, whose due is 100*l.* if one, 150*l.* if two creditors, and 200*l.*,—if more should petition the Chancellor and deliver their affidavit, and the Chancellor should issue a commission of some gentlemen who will seize the person and papers of the debtors, examine him, (the debtor being obliged to make the fullest discovery) and then appoint assignees who are to be elected by the creditor (not under 10*l.*) and to whom the whole property should be delivered, or who shall seize it for the creditors, and when all the property has been reduced to money a dividend should be made after this, if the debtor has conducted himself fairly and *bonâ fide*, a certificate, signed by the creditors (not under 20*l.*), the Commissioners, and the Chancellor to be given to him,

and an allowance at a certain rate, and he shall become a man free from all debts, with liberty to trade again. Bankruptcy is available by merchants and traders only, whereas insolvency can be claimed by all sorts of men, and where the privileges granted are not so ample and liberal. In India, the part of the Chancellor is performed by the Judges of the Supreme Court, under the Indian Insolvent Act.

14. One doubtful question as regarding commercial law has arisen in regard to sales—Suppose A buys a cow from B at a certain sum, and B requires that the cow may be kept in his fields and gives also an earnest of 5 Rupees to bind the bargain—A keeps it, but in a certain time the cow dies, and he requires B to remove his carcase, B does not agree to this, wherewith A sells the carcase at a certain price, and sues B, in some court of justice, for the remainder. A affirms that as B has given an earnest, he thereby takes the cow almost into his possession, but B affirms that he had not received it, and that if so he had a right to the carcase, for if the cow was his own, the carcase was his too. If there be any doubt as to the earnest, it must be proved. My opinion and conclusion is this, that an earnest was given, he thereby had a right to the cow and that therefore he should pay A the money, deducting the *reasonable* price of the carcase which may be fixed as such by the Court. The Court may give this decision, (inflicting any fines if they choose on the vendor for selling the carcase which was not his own,) in favour of the plaintiff A. I conclude it upon this principle, that when a bargain is made the right of the things is immediately vested in the buyer and the right to the money in the vendor—and the bargain is highly binding if an earnest on the one part or the other was made. The Court must, however, examine if the vendor had not used any fraud in the matter ; as contributing to the death of the cow.

APPENDIX B.

SCHOLARSHIP EXAMINATION QUESTIONS.

SENIOR SCHOLARSHIPS 1843.

LITERATURE.

He thought also, there was found in the mind of man an affection naturally bred and fortified, and furthered by discourse and doctrine, which did pervert the true proceeding towards active and operative knowledge:

This was a false estimation, that it should be as a diminution to the mind of man to be much conversant in experiences and particulars, subject to sense, and bound in matter, and which are laborious to search, ignoble to meditate, harsh to deliver, illiberal to practise, infinite as is supposed in number, and no ways accommodated to the glory of arts.

This opinion or state of mind received much credit and strength by the school of Plato, who thinking that particulars rather revived the notions, or excited the faculties of the mind, than merely informed; and having mingled his philosophy with superstition, which never favoureth the sense, extolleth too much the understanding of man in the inward light thereof; and again Aristotle's school, which giveth the due to the sense in assertion, denieth it in practice much more than that of Plato.

For we see the schoolmen, Aristotle's successors, which were utterly ignorant of history, rested only upon agitation of wit; whereas Plato giveth good example of enquiry by induction and view of particulars; though in such a wandering manner as if of no force or fruit. So that he saw well that the supposition of the sufficiency of man's mind hath lost the means thereof.

1. What is meant by, "That it should be as a diminution to the mind of man, &c." ?

2. State in your own words the doctrine of Plato which is here alluded to.

3. What does the author mean by saying, "That Superstition never favoureth the sense" ?

4. State in your own words what (according to the author) is "the difference between the school of Plato and Aristotle in assertion, and what is the difference in practice."

5. In what sense are the schoolmen here said to have been "utterly ignorant of history"?

6. What is meant by their resting only upon agitation of wit?

7. What is the meaning of the last sentence?

8. What is the scope of the whole passage?

Macbeth.—Two truths are told
As happy prologues to the swelling act
Of the imperial theme—
This supernatural soliciting
Cannot be ill; cannot be good.—If ill,
Why hath it given me earnest of success,
Commencing in a truth? I am Thane of Cawdor;
If good, why do I yield to that suggestion
Whose horrid image doth unfix my hair,
And make my seated heart knock at my ribs,
Against the use of nature? Present fears
Are less than horrible imaginings:
My thought, whose murder yet is but fantastical,
Shakes so my single state of man, that function
Is smother'd in surmise; and nothing is
But what is not.

1. "Two truths are told as happy prologues to the swelling act of the imperial theme."

What were the two truths, and what was the imperial theme?

2. "I am Thane of Cawdor."

What does Macbeth intend to prove by this assertion?

3. Explain "whose murder yet is but fantastical."

4. Explain "that function is smother'd in surmise."

5. Explain "and nothing is but what is not."

But sometimes virtue starves while vice is fed,
What then? Is the reward of virtue bread?

That vice may merit, 'tis the price of toil;
The knave deserves it, when he tills the soil;
The knave deserves it when he tempts the main,
Where folly fights for kings, or dives for gain.
The good man may be weak, be indolent:
Nor is his claim to plenty, but content;
But grant him riches, your demand is o'er?
No—shall the good want health, the good want power?
Add health and power, and every earthly thing,
Why bounded power? why private? why no king?
Nay, why external for internal given?
Why is not man a god, and earth a heaven?
Who ask and reason thus will scarce conceive
God gives enough while he has more to give;
Immense the power, immense were the demand:
Says, at what part of nature will they stand?
What nothing earthly gives, or can destroy,
The soul's calm sunshine, and the heartfelt joy,
Is virtue's prize:

Write a paraphrase of this passage from Pope, in prose, substituting for every interrogation a corresponding affirmation, and for every pronoun the noun which it represents.

HISTORICAL QUESTIONS.

1. Give some account of the Gracchi—their descent and character, and the state of parties in Rome at the time they flourished.

2. What was the Mithridatic war, and who were the principal Roman Generals engaged?

3. State (1) the origin of the Achæan league, (2) the principles on which it was established, (3) its termination, and (4) the chief characters who figured in it.

4. Give some account, with dates, of the Battles of the Metaurus, Mycale, Arginusæ, Delium, Chæronea, and Mutina.

5. At what time, and under what Emperors, did the final division of the Roman Empire into East and West take place? and what countries were comprehended in each division?

6. Give the line of policy pursued by Henry VII. in his Internal Government, and the means by which he carried it into effect.

7. What events led to the English wars with France in the 13th and 14th centuries? How did the English finally lose possession of their conquests?

8. State the rise and progress of the representation of the Commons in England.

9. Mention some events in the lives of Sebaktagin, Nadir Shah, Seraji, Mahomed Toglak, and Holkar.

10. Describe the religious opinions, political designs, and revenue system of Akbar.

11. When did the Romans first become acquainted with the Oriental mode of warfare, and in what respects did it principally differ from their own?

12. What are the earliest Historical Records among uncivilized nations? and what are the changes which they usually undergo before we arrive at the period of true History? Illustrate this by instances from the Histories of Greece and Rome, of India, and of Europe.

GEOMETRY.

1. To a given straight line apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

2. If a straight line be divided into any two parts, the square on the whole is equal to the sum of the squares on the parts with twice the rectangle contained by the parts.

3. The opposite angles of a quadrilateral figure inscribed in a circle are equal to two right angles.

Give also the demonstration of the converse.

4. The area of a triangle is equal to half the product of its base multiplied by its altitude.

5. Describe an isosceles triangle having each of the angles at the base double of the vertical angle.

Give the construction for inscribing the regular decagon in a circle.

ALGEBRA.

6. Find the square root of $4x^8 - 16x^6 - 16x^5 + 12x^4 + 32x^3 + 24x^2 + 8x + 1$.

7. Divide a number a into two such parts, that the sum of the quotients, which it contains, when one part is divided by m and the other by n, may equal b.

8. Required two numbers whose sum is $\frac{1}{6}$ of their product, and the greater is to the less as 3 to 2.

9. Given $\left\{\begin{matrix} x + y = a \\ x^4 + y^4 = b \end{matrix}\right\}$ to find x and y.

10. Find such a number, that if we take it seven times from its square, the remainder will be 44.

PLANE TRIGONOMETRY.

11. If A B be 8, A C 7.2, and B C 12 miles, and the angle A D B 107° 56′ 13″ : required the distances D A, D C, and D B.

12. The two sides of a right angled plane triangle, which contain the right angle, are 242.7 and 321.2 ; required the hypothenuse.

13. At the top of a castle which stood on a hill near the sea shore, the angle of depression of a ship's hull at anchor was 4° 52′ ; at the bottom of the castle the angle of depression was 4° 2′. Required the horizontal distance of the vessel, and the height of the hill on which the castle stands above the level of the sea, the castle itself being 64 feet high.

NATURAL PHILOSOPHY.

1. Illustrate the different kinds of levers, and calculate the advantages gained by each.

2. State the law for the transmission of force through a rigid body, and deduce it from the principle of two equal and opposite forces balancing upon such a body.

3. Describe the formation and use of the Screw.

4. Describe the Hydrostatic Press, and explain the principle of its action.

5. Describe the Air-Pump, and some of the principal experiments for which it is employed.

6. The Cylinder of an Air-Pump = one-fifth the contents of the receiver: required to find the exhaustion at the fourth stroke.

7. Explain and illustrate the principle of the Compound Microscope.

8. Explain the principles on which all telescopes are constructed.

9. State briefly the principles on which the Calender is constructed, and the nature of the Julian and Gregorian corrections.

10. State Kepler's three planetary laws, and deduce its own proper consequence from each.

JUNIOR SCHOLARSHIPS 1843.

HISTORY.

1. Give a short sketch of the Danish Dynasty in England.

2. Give a brief outline of the events that occurred during the reign of Alfred the Great: the chief enemies with whom he had to contend, and the particular acts by which he improved the administration of justice.

3. Under what circumstances did Spain become a power of the first magnitude in Europe, and what were the character and policy of Ferdinand?

4. Who was the first Sovereign of the Tudor Dynasty in England, and what was the nature of his pretensions to the throne?

5. Who were the European cotemporaries of Henry the 8th of England, and for what were they and their reigns remarkable?

6. At what period did the Roman Empire begin to decline, and to what great causes can this be attributed?

7. Give a brief outline of the characters of the twelve Cæsars.

8. What was the nature of the laws enacted by Solon for the administration of justice in Athens; and under what circumstances was he called upon to amend the Criminal Codes of that state?

9. When was the battle of Marathon fought, and to what results did it lead?

10. What proofs can you give of the early civilization of India?

11. Describe briefly the leading events in the life of Mahmood of Ghuzni.

12. What were the results of the battle of Plassey?

13. What advantages does India derive in regard to commerce, security of property, and the diffusion of knowledge, from its connexion with England?

GEOGRAPHY.

1. What are the chief cities of Russia—its extent, population, religion and form of government?

2. Give a brief outline of what is known concerning the Japanese Empire.

3. Enumerate the principal rivers of Asia, and the countries through which they flow, specifying their various sources and terminations.

4. Enumerate the Capital Cities of the kingdoms of Europe, and state the latitude, longitude, population, and most striking characteristics of each.

5. What is understood by the Germanic Confederation, and of what States is it composed?

6. For what peculiarities is the Chinese Empire chiefly remarkable?

7. What islands compose the Oriental Archipelago, and what are their principal products?

8. What are the relative proportions of land and water upon the surface of the Globe, and what are the chief Geographical divisions of each?

9. What are the causes of the change of seasons, and variations of climate?

10. What do you understand by the vernal and autumnal equinoxes, and when do they occur?

11. What are the chief products of Asia?

12. How do you find the angle of position between any two places on the globe?

ARITHMETIC.

1st.—Reduce $\frac{4}{9}$ of a pound to the fraction of a penny—state the process and result in vulgar fractions and decimals?

2d.—What is the value of $\frac{5}{9}$ of an English ell? state the process and result in vulgar fractions and decimals.

3d.—If a penny loaf weigh $6\frac{6}{10}$ oz. when wheat is 5 shillings a bushel, what ought it to weigh when it is 8*s.* 6*d.* per bushel? state process and result in vulgar and decimal fractions.

4th.—Find the value of 37cwt. 2qr. 14lb. at 7£. 10*s.* 9*d.* per cwt. by process of practice.

5th.—Divide 721.17562 decimals, by 2.257432 decimals.

6th.—Multiply 9 ft. 6 in. by 4 ft. 7 in. by process of duodecimals, and also by that of decimals.

7th.—What is the Square Root of 3 to 6 places of decimals ?

8th.—What is the Cube Root of 3214 ?

9th.—What is the 5th Root of 2 ?

10th.—What is alligation medial ? and what is alligation alternate ? state examples of both and work them out ?

11th.—A Hare runs at the rate of 10 miles, and a Dog at the rate of 18 miles per hour. The Hare being distant from the Dog 40 yards, begins to run. When the Hare has ran 40 seconds, the Dog begins to pursue. In what time will the Dog catch the Hare, and how many yards will the Dog run ?

12th.—What is the radius of a circle which contains a begah or 160 square yards ? state the process.

ENGLISH GRAMMAR.

I. What is a Tripthong ? How many Tripthongs are there ? and give examples.

II. Divide the following words into syllables: arrogant, coalition, coeval, delicious, dependance, efficacious, freedom, filtration, gardener, guidance, impregnable, judicial, momentary, musician, onion, perversity, reverential, solidity, teachest, transient, unanimity, verisimilitude.

III. Correct the false spelling in the following words :—

Succede, sence, degenaracy, usefull, limitted, loveingly, receed, compleat, disapointment, laudible, imbalm, dispence, cellebrated, licenciousness, ancesters, exagarate, merryment, priviledge, condusive, etheriel, reumatism, peazant, soverein, inesteemable, perswaded, paroxism, flowry, direliction, cronology, prophane, septre, center.

IV. What are the comparatives and superlatives of bad, fore, in, out, up, ill and little ?

V. Give the past tense and perfect participle of the following verbs :—

Bid, drink, forbear, shrink, smite, stride, tread, weave, wring, bereave, cleave, beseech, burst, ring, saw, work.

VI. Rectify the errors in the use of capital letters, and supply the stops in the following passage :—

Between Fame and true Honour a Distinction is to be made the former is a loud and noisy Applause the latter a more silent and internal

Homage Fame floats on the Breath of the Multitude Honour rests on the Judgment of the Thinking Fame may give Praise while it withholds Esteem true Honour implies Esteem mingled with respect The one regards Particular distinguished Talents the other looks up to the whole character.

VII. Parse the following passages:

If we view ourselves, with all our imperfections and failings, in a just light, we shall rather be surprised at our enjoying so many good things, than discontented, because there are any which we want.

Vice is a monster of so frightful mien
As, to be hated, needs but to be seen:
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace.

VIII. Correct the following sentences:—

By these attainments are the master honoured, and the scholars encouraged.

I cannot yield to such dishonourable conduct, neither at the present moment of difficulty, nor, I trust, under no circumstances whatever.

May thou as well as me, be meek, patient, and forgiving.

I have not, nor shall not consent to a proposal so unjust.

No person could speak stronger on this subject, nor behave nobler, than our young advocate for the cause of toleration.

Not a creature is there that moves, nor a vegetable that grows, but what, when minutely examined, furnished materials of pious adoration.

There was much spoke and wrote on each side of the question; but I have chose to suspend my decision.

IX. Scan the following lines:

See the leaves around us falling,
Dry and wither'd, to the ground;
Thus to thoughtless mortals calling,
In a sad and solemn sound.

Beneath the hedge, or near the stream
A worm is known to stray,
That shows by night a lucid beam,
That disappears by day.

Dear Harp of my country! in darkness I found thee,
The cold chain of silence had hung o'er thee long,
When proudly, my own island Harp! I unbound thee,
And gave all thy cords to light, freedom, and song!

TRANSLATION.

English into Vernacular.

Alexander being asked how he had been able, at so early an age, to conquer such vast regions and establish so great a name, replied, "I used my Enemies so well, that I compelled them to be my Friends, and I treated my friends with such constant regard that they became unalterably attached to my person." When this great Prince was asked why he paid more honor to his Tutor than to his Father; "my Father," he replied, brought me from Heaven to Earth; by the aid of my Tutor, I ascend from Earth to Heaven." He was, the same author states, subject to violent anger, and used to warn his favorites of the danger of speaking to Princes, when under the influence of passion. "They are as a Sea," he was won't to say, "which is dangerous even in a calm, but dreadful when the tempest rages."

He soon afterwards gave some terrible proofs of the outrageous violence of his own ungovernable passions.

Bengalee into English.

তাম্রকর্ণদেশে এক অতিভয়ানক বন আছে তাহাতে নানা-প্রকার পশু পক্ষি সর্পাদি থাকে সে অরণ্যের এক দেশে শিংশপাবৃক্ষে শুক ও সারী থাকে কিছু দিন পরে সারীর প্রসবকাল উপস্থিত হইলে শুক নানা স্থানহইতে তৃণাদি আনিয়া বাসা নির্ম্মাণ করিল পশ্চাৎ সে বাসাতে সারী দুই ডিম্ব প্রসব করিল পঞ্চদশ দিবসের পর ডিম্বহইতে দুই শাবক জন্মিল শুক ও সারী আহারাদি আনিয়া শাবকেরদিগকে প্রতিপালন করে ইতোমধ্যে সেই বনে কোনরূপে অগ্নি লাগিল ইহাতে সেই অরণ্যের যাবদীয় জন্তু পলাইতে লাগিল ইহাতে শুক ও সারী কিছু উপায় না দেখিয়া অত্যন্ত ভাবিত হইল।

তাহার পর অগ্নি নিকটে আইলে তাহার উত্তাপে শুকপক্ষী অন্য বনে উড়িয়া গেল সারী শাবকের মায়াতে সেই বৃক্ষে থাকিল কিন্তু শাবকেরা অল্প উত্তাপ পাইবামাত্র উড়িতে না পারিয়া বৃক্ষতলে পড়িয়া অল্পেং চলিয়া মূষিকের গর্ত্তে প্রবিষ্ট হইয়া মূষিককে কহিল হে মূষিক আমরা তোমার শরণ লইলাম তুমি আমারদিগকে মারিতে হয় মার কিম্বা রাখিতে হয় রাখ। উন্দূরু পক্ষিশাবকের এই কথাতে দয়াবান্ হইয়া কহিল যে তোমারদের বাক্যে আমি বড় সন্তুষ্ট হইলাম তোমরা এইখানে থাক কিছু ভয় নাই ইহাই কহিয়া তণ্ডুলাদি আনিয়া খাইতে দিল। পক্ষিশাবকেরা উন্দূরুকর্তৃক প্রতিপালনেতে বর্দ্ধিষ্ণু হইয়া কিছু দিন পরে মূষিকহইতে বিদায় হইয়া কাম্য বনে প্রস্থান করিল সারী সে অগ্নিতে পুড়িয়া মরিল। অতএব ঈশ্বর যাহাকে রক্ষা করেন তাহার কোনরূপে আপৎ হয় না ইতি।

Oordoo into English.

اِتنے میں ایک خوجے نے میرے پاس آکر
کہا اِس مسجد میں توجاکر بیٹھہ شاید تیرا مطلب
اِس جگہہ بر آوے اور اپنے دل کي مراد
پاوے فقیر فرمانے سے اُسکے وہاں سے اُٹھہ کر
اُسي مسجد میں جا رہا لیکن آنکھیں دروازے
کي طرف لگ رہي تھیں کہ دیکھئے پردۂ غیب
سے کیا ظاہر ہوتا ہے تمام دن جیسے روزہ دار
شام ہونے کا اِنتظار کھینچتا ہے میں نے بھي
وہ روز ویسي ہي بے قراري میں کاٹا بارے

جِس تِس طرح سے شام ہوئي اؤر دن پہاڑ سا
چھاتي پر سے ٹلا ایکبارگي وہي خواجہ سرا
جن نے اُس پري کے مکان کا پتا دیا تھا مسجد
میں آیا بعد فراغت نماز مغرب کے میرے پاس
آکر اُس شفیق نے کہ سب راز و نیاز کا محرم
تھا نہایت تسلّي دیکر ہاتھہ پکڑلیا اؤر اپنے
ساتھہ لے چلا رفتہ رفتہ ایک باغیچے میں مجھے
بٹھاکر کہا یہاں رہؤ جب تک تمہاري آرزو
برآوے اؤر آپ رخصت ہؤکر شاید میري
حقیقت حضور میں کہنے گیا میں اُس باغ کے
پھولوں کي بہار اؤر چاندني کا عالم اؤر حؤض
نہروں میں فوّارے ساون بھادوں کے اُچھلنے
کا تماشا دیکھہ رہا

SENIOR SCHOLARSHIPS 1843.

No. 1.

لجنية ام غادة رفع السجف
لو حشية لا ما لو حشية شنف
نفور عرتها نفرة فتجاذبت
سوالفها والحلي والخصروالردف

وخيـــل منهـــا مرطهـا فكأنمـا
تثنى لنا خوط ولا حظنـا خشف
زيادة شيب وهي نقص زيادتي
و قوة عشـق وهى قوتي ضعف
هراقت دمي من بي من الوجد مابها
من الوجد بي والشوق لي ولها حلف
و من كلمـا جردتهـا من ثيابهـا
كساها ثيابا غير الشعر الوحف
و قابلني رمانتـــا غصن بانة
يميـل به بدر و يمسكه حقف
اكيدا لنا يا بين واصلت وصلنا
فلا دارنا تدنو ولا عيشنا يصفو

No. 2.

ولما اتصل بشاه رخ هذا الخبر عبس وبسر و تضجر وزمجر وازدرواز باروكشر واكفهر و تغير وجهه وتمعر و استغاث وتقلق و ولول و استرجع وحولق وتحرق وتنكد وتاوه وانشد *شعر* لقد هزلت حتى بدا من هزالها * كلاها

وحتى سامها كل مفلس* ثم طير بطائق مراسيمه
كل مطير الى اطراف ممالكه بجمع العسكر
وامرشاه ملك ان يسير غير مرتكب ويستديم
السير و يسابق بعتاقه عتاق الطير فيتدارك
ما انفرط من المظام ويطارد عن و رد المماكة
الاغتام الطغام فلا يدع رائدهم ان يحل و
يعاجل مستعجل فدرهم ان يمل فسار شاه ملك
فى الحال بعساكر فى المد دكالجبال وفى
العد دكالرمال ثم اتبعه شاه رخ بسائر الاساورة
وكواسر الاكاسرة وسار لا يلوي على احد
ولا يسكن في حركته الى طالع ولا رصد فحين
وصلوا جيحون و عبروه غطوا وجهه وستروه
فانبسط ذلك السيل على وجه الماء فكان البحر
غطي بالغمام المتراكب وغرق في بحر الحياء

No. 3.

نقل هندي

ايک بنياں اپنے بيٹے کو بياہنے برات لے پر شہر
کو جاتا تھا راہ ميں ايک جنگل ملا اِس ميں
کہيں دائيں بائيں اُس کا بھائي جھاڑا پھر نے
گيا اِتفاقاً اُسے وہاں باگ کھا گيا اِس ميں

دیري جوٗ ہوئي توٗ بنیا اپنے من میں یہہ سمجھا
کہ کسي دین لین والے نے شاید میرے بھائي
کوٗ بیٹھا رکھا ہے لگا روٗزنامہ کھاتے کي بھی
دیکھنے جب دیکھتے دیکھتے اُسمیں کسي کا دینا پانا
نہ ٹھہرا تب گھبرا کے جنگل میں ڈھونڈھنے
چلا کتني ایک دور جائے دیکھے توٗ ایک باگ
لیٹا ہوا ہے اوٗر اُسکے بھائي کا ہاتھ چام آگے
پڑا ہے یہہ دیکھتے ہي بوٗلا سن توٗ انوٹ کے
انوٹ نہ تیرا ہمارے کھاتے میں نام نہ روٗزنامہ
میں تو نے میرے بھائي کوٗ کس حساب سے
مار کھایا وہ ہون کر کے گھر کا تب بنیاں یہہ کہہ
روٗتا پیٹتا پھر آیا کہ ہاں اِس حساب سے کھایا
توٗ ٹھیک

No. 4.

عکس نقیض در اصطلاح منطقیین از قدما و
متاخرین چہ چیز است مثال آن بالتفصیل
باید نوشت

تعریف عنادیہ و اتفاقیہ نزد منطقیان چیست معني
آن ہریک جداگانہ باید نوشت

میخواهیم که بسازیم مثلث متساوي الساقین که هریک از دو زاویه قاعدهٔ آن مثلث دو چند زاویهٔ راس آن مثلث باشد

هر دو مثلث که متناسب باشند اضلاع آنها که متناظر اند پس زاویه‌هاي هر دو که نظائر اند برابر خواهند بود

شخصی خرید کرد ابریق فضه را به چهار صد درهم وقبض کردند بائع ومشتري ثمن و مبیع را پسترا قاله کردند هر دو یعنی بائع ومشتري پستر ازان خرید و فروخت کردند آن مبیع مذکور را قبل ازین که متفرق شوند ولیکن قبض نکردند در بار دوم و متفرق شدند پس درین صورت حکم این مسئله چیست

شخصی اجارهٔ دادسراي را پسترفروخت قبل از انقضاي مدت آن ومستاجر شفیع آن بود پس این بیع نافذ خواهد شد یا نه و مستاجر را طلب شفعه میرسد یا نه وبر تقدیر طلب اجارهٔ باقي ماند یا نه

JUNIOR SCHOLARSHIPS 1843.

No. 1.

الا لا ارى الاحداث حمدا ولا ذما
فما بطشها جهلا ولا كفها حلما
الى مثل ماكان الفتى مرجع الفتى
يعود كما إبدى ويكري كما ارمى
لك الله من مفجوعة بحبيبها
قتيلة شوق غير ملحقها وصما
احن الى الكاس الذي شربت به
واهوى لمثواها التراب وماضما
بكيت عليها خيفة في خيوتها
وذاق كلانا ثكل صاحبه قدما
ولو قتل الهجر المحبين كلهم
مضى بلد ياق اجدت له صرما
منافعها ما ضر في نفع غيرها
تغذى وتروى ان تجوع وان تظما
عرفت الليالي قيل ما صنعت بنا
فلما دهتني لم تزدني بها علما

No. 2.

نقل هندي

کسي مکان کے بيچ پانچ سات سپاهي بيٹھے
آپس ميں ڈينگ مارتے تھے کوئي کہتا تھا
ميں نے چار گھاؤ کھائے اور کوئي کہتا تھا
پانچ غرض هر ايک نے اپنے اپنے لڑنے اور
زخم کھانے کا احوال بيان کيا ايک بوڑھا
تھتھول باز اُنکے پاس بيٹھا تھا بولا که ميان گبرو
جواني ميں هم بھي سيکڑوں لڑائياں لڑے
اور هم نے بھي هزاروں زخم کھائے ايسے که
کہيں بدن پر تل دھر نے کي جگهه باقي نہيں
رهي همارے آگے اب کوئي کيا لڑيگا اور کيا
زخم کھائيگا اِتني بات کے سنتے هي اُن ميں سے
ايک جوان خفا هوکر بولا بڑے ميان کپڑے تو
اُتارو ديکھيں تم نے کہاں کہاں گھاؤ کھائے
هيں وه هنسکے بولا ميان گبرو نه وه زمانه رها
نه وے دن رهے نه وه جواني رهي نه وه
تياري رهي نه وه جسم هي رها اب کيا ديکھوگے
اتنا کهه چنپت هوا

No. 3.

میخواهیم که نود و نه را در چنین پنج حصه تقسیم کنیم که حصهٔ اول از ثاني سه عدد زائد باشد و از ثالث ده عدد کم باشد و از رابع نه عدد زائد و از خامس شانزده عدد کم

شخصی خمس مال خود را صرف کرد با ده روپیه زائد ازان پس باقي ماند درین هنگام نصف مال وي با زیادة ۳d روپیه پس چه قدر مال او بود

No. 4.

صرف ادغام کردن لام معرفه وجوبا وجوازا در چند حروف است و فک آن در کدام حروف درست است

ایضا هرگاه واقع شود همزهٔ عارضه در جمع چنین جمع که قبل آن همزه الف باشد و بعد آن یا و نه بود آن همزه در مفرد آن جمع مثل آن پس درین صورت حکم آن چیست

نحو

تعریف معني همزهٔ انکاري ابطالي نزد نحاة چیست و چیزیکه ما بعد اوست واقع است یا غیر واقع و مدعي آن چیز صادق است یا کاذب

ایضا

وقتیکه متصل شود بفاعل ضمیر مفعول یا واقع شود آن فاعل بعد الا متوسط درمیان صورت تقدیم وتاخیر یا واقع شود بعد معنای الا یا متصل باشد فاعل مرمفعول خود را باینطورکه باشد مفعول ضمیر متصل بفعل پس درین همه صور فاعل از مفعول مؤخر باشد یا مقدم وجوبا یا جوازا و دران خلاف کسی هست یا نه

SENIOR DEPARTMENT,—*(Benares.)*

FIRST DAY.

॥ १ ॥ निम्नलिखितानां पंक्तीनां देशीयभाषयानुवादः क्रियतामिति ॥

वासन्ती। आत्रेयि, अथ तस्मादरण्यात् परित्यज्य निवृत्ते लक्ष्मणे, सीता देव्याः किं वृत्त मिति काचिदस्ति प्रवृत्तिः। आत्रे। नहि नहि। वास। हा कष्टमरुन्धती वशिष्ठाधिष्ठितेषु रघुकुल कदम्बकेषु, जीवन्तीषु प्रवृद्ध राज्ञीषु, कथमिदं जातं। आत्रे। ऋष्यशृङ्गाश्रमे गुरुजनस्तदासीत्; सम्प्रति परिसमाप्तंतद्वादश वार्षिकं

सचं, पाद्यमृङ्गेण च संपूज्य, विसर्ज्जिता गुरवः। ततो भग वत्यरुन्धती, नाहं बधूविरहिता मयोध्यां गमिष्यामि इत्याह; तदेव रामभाहभिरनुमोदितं; तदनुरोधाद्भगवता वशिष्ठेनापि प्रतिज्ञातं, यथा वाल्मीकिं तपोवनं गत्वा, तत्र वत्स्यामइति। वास। अथ स राजा किमाचारः सम्मति। आचे। तेन राज्ञा क्रतुरश्वमेधः प्रक्रान्तः। वास। का तर्हि यज्ञे, सहधर्म्मचारिणी। आचे। हिरण्मयी सीताप्रतिकृतिः। वास। हन्त भोः। वज्रादपि कठोराणि, मृदूनि कुसुमादपि,। लोकोत्तराणां चेतांसि, को नु विज्ञातुमर्हति। आचे। विसृष्टस्य वामदेवानुमन्त्रितो मेध्योऽश्वः, उपकल्पिताश्च यथा शास्त्रं तस्य रक्षितारः, तेषामधिष्ठाता लक्ष्मणात्मजश्चन्द्रकेतुरवाप्तदिव्यास्त्रसम्प्रदायः; साधनान्वितोऽनु प्रहितः। वास। सखेदकौतुकाख्यं॥ कुमारलक्ष्मणस्यापि पुत्रः, हन्त मातर्जीवामि जीवामि। आचे। अथान्तरे, ब्राह्मणेन, मृतं पुत्रमारोप्य राजद्वारि, घोरस्ताडनमब्राह्मणमुद्घोषितं, ततो न राजापराधमन्तरेण प्रजायामकाल मृत्युश्चरतीत्यात्मदोषं निरू पयति करुणामये रामभद्रे, सहसैवाशरीरिणी वागुद्चरत्, शम्बूको नाम दुष्टः पृथिव्यां तपते तपः। शीर्षच्छेदः स ते राम, तं हत्वा जीवयद्विजं। इत्युपश्रुत्यैव कृपाणपाणिः, पुष्पकं विमान मारुह्य,सर्व्वादिशो विदिशश्च शूद्रतापसान्वेषणाय, जगत्पतिश्चरि तु मारब्धवान्। वास। शूद्रः शम्बूको नाम धूमपोऽस्मिन्नेव जन स्थाने तपश्चरतीति, तदपिनाम रामभद्रः पुनरपीदं वनमलं कुर्य्यात्। आचे। भद्रे, गम्यतेऽधुना। वास। आर्य्ये, आचेयि एवमस्तु।

॥ २ ॥ निम्न लिखितानां पंक्तीनां संस्कृतेनानुवादः क्रियतामिति ॥

एक गांव में चारों ओर से ऐसी आगलगी, किसीको वस्तु भावका संभार न रहा। अपना विराना भूल, सब जहां तहां से भाग खड़े हुये। उसी समै गावंके मध्य एक अंधा पड़ा तड़फता था; पर पथ नहीं पाता था, जो उस आपदा से निकल रक्षा पावे। ओ ऐसे ही एक लुंज कि जो चल नहीं सकता था,

अपना जी वंचाने के लिये बाहर जाने को लुंझ हाथ पावों से सरकता था, तौ भी अपनी रक्षा न देखता था। इतने में उस अंधेको देख बोला, सूरदास जी क्या समाचार है हमारा तुम्हारा दोनों ही का जी जाता है, अब कोई रक्षक नहीं दृष्टि में आता है। अंधरे ने कहा, भाई। तू कौन है कहा, मैं पंग हूं, चल नहीं सकता हूं। जो तू मेरी आंखें ले और मुझे अपने पावं दे तौ दोनों के प्राण बाण पाय सकते हैं। उसके भी मन में आ गई, और पंग को रूप अंधे ने अपने कंधे पर धर लिया, और लुंझ भी ऊपर चढ़ा, बांयां दहिना ऊंचा नीचा बताके आग से कुछ टप्पेपर पहुंचाया, और अपने अपने साथी के जी को बचाया।

SECOND DAY.

निम्नलिखितेषु नानाशास्त्रीयेषु प्रश्नेषु अन्यतम शास्त्रीयाणा मुत्तरं लिख्यतामिति।

धर्मशास्त्र प्रश्नाः॥

॥ १ ॥ कश्चित् कस्यचिदेकं क्षेत्रमाधाय दुष्टतया तदेवान्य स्याप्यादधौ, भोगस्य पश्चिमस्यैव प्रभवति, साक्षिलेख्यादिसद्भावस्तु द्वयोरेव समानः; अथातीतेषु कतिपयेषु दिवसेषु क्षेत्रविषये तयोर्महान् विवाद उदतिष्ठत, राज्ञे च तौ विज्ञापयामास तुरथ न्यायानुसारिणा नरपतिना कस्मै तत् प्रतिपाद्यतामिति।

॥ २ ॥ एकच्छायामविष्टेषु प्रतिभूषु कश्चिद्देशान्तरं लोकान्तरं वा गतवान् तत् पुत्रो, विद्यते धनी तु तस्मादेव सर्व्वमादातु मिच्छति, तत्र राज्ञा कथा रीत्यासौदापनीयः, अथासौ तदा ऋणिकात् कियदग्रहीतुमर्हतीति॥

॥ ३ ॥ पुत्रप्रागभावाभावं विनिश्चित्य कश्चिदृत्तकं गृह्णीत वाननन्तरञ्च पत्न्य पुत्रान्दुहितरश्चैकामुत्पाद्य दिवंगतः, अत्रेयं पृच्छा कीदृशस्तेषां न्यायप्राप्तोविभाग इति॥

॥ ४ ॥ असंसृष्टौ पितृसहोदरौ, ससृष्टौ चासहोदरौ विद्येते, तत्रोपरतस्या पुत्रस्य धनं कोऽधिकुर्य्यादिति ॥

॥ ५ ॥ कस्यचिच्चत्वारः पुत्रा आसन्, तत्र जीवत्येव धनिनि कनिष्ठः पुत्रपत्न्यादि रहितः प्राणैर्विरहितः, अथोपरते पितरि ज्येष्ठोऽपि दुहितृद्वयं मृतमातृकञ्चैकं दौहित्रं रक्षित्वा स्वर्गतः, मध्यमस्य दिवंगतस्य लक्षितव्यभिचाराभार्य्या वर्त्तते तृतीयस्य त्वनन्तर लोकान्तरं प्रस्थितस्य पुत्रद्वयमस्ति, अधुना प्राप्ते विभाग काले कीदृशी तेषामंशकल्पनेति ॥

ज्योतिष प्रश्नाः ।

॥ १ ॥ अनुमीयतां, वाराणसी कलिकातातः २४० वियदर्णव पक्षमितक्रोशान्तरेऽस्ति, तत्रोभयस्थानस्थितयोरन्योन्यदर्शनाभि लाषिणो र्गन्तुमारभमाणयोरेकः सप्तान्यश्चाष्टौ क्रोशांश्चलितुं समर्थः, अत्र पृच्छा, कतिपयै र्दिवसैः कुत्रवा तयोः परस्परं संगति रिति ॥

॥ २ ॥ कश्चित् एकं हस्तिनं अश्वं चैकं क्रीतवान्, अथ कियता कालेन तुल्येनैवमूल्येन उभौ विक्रीणानस्य तस्य, क्रयकाले निज दत्त मूल्यापेक्षया, चतुर्विंशत्यधिकषट्शतमुद्रात्मिका क्षति र्बभूव; तत्र प्रतिशतं हस्तिन्येका मुद्रा, चतुस्त्रिंशच्चाश्वे; अत्रेय पृच्छा, प्रत्येकस्य कामूल्यसंख्येति ॥

॥ ३ ॥ कश्चित् समसंख्यकफलपूर्ण पात्रद्वयमादाय हट्टं गत वान्; प्राथमिक स्तस्यैष कल्प आसीत्, चतुर्भिस्ताम्रखण्डैः एक पात्रगतानां त्रीणि, अन्येषाञ्च पञ्च फलानि विक्रेतव्यानि; अथा सौ विक्रयसौगम्यार्थं सर्व्वं मिश्रीकृत्य अष्टभिस्ताम्रखण्डै रष्ट फलानि विक्रीणीतेस्म; परन्तु पूर्व्व कल्पानुसारि विक्रयोत्पन्न मपेक्ष्यताम्रखंडचतुष्टयन्यूनो लाभोवभूव अत्र फलानां कासंख्या इति ॥

॥ ४ ॥ कतिचित् पुरुषा स्त्रिंशन्मासोपयुक्तं भक्ष्यमुपादाय देश भ्रमणाय निर्गताः, मासचतुष्टयानन्तरं द्विगुणीभूतास्ते, मास त्रयात् परतश्च वियद्वेदामवेद ४०० मिता जनास्तैर्मिलिताः, भक्ष्यं च पंचदशभिर्मासै र्निःशेषितं, अत्र प्राथमिकानां कासंख्येति ॥

॥ ५ ॥ एकस्य वृत्तसूचीखातस्यार्णवाक्षि २४ हस्त मितोवेधः स्थूलफलं चास्य हयेन्द्वग्निग्रह ९३१७ मितं अत्रकः परिधिः कोवा व्यास इति ।

वेदान्त प्रश्न ।

॥ १ ॥ श्रवणमनन निदिध्यासनानां कानि लक्षणानि, कदावा तेषामनुष्ठानापेक्षा भवतीति ॥

॥ २ ॥ निर्व्विकल्पकसमाधेः किं लक्षणं; कानि तस्यांगानि, के वास्यविघ्नाः सम्भवन्ति, कश्च सविकल्पकादस्य भेदः तस्य वा किं लक्षणमिति ॥

॥ ३ ॥ स्थूलशरीरात्मवादः कस्य, काच तत्र श्रुतिः प्रमाणं, कोऽनुभवः, कावायुक्तिः कथं वा तन्निराकरणं, किम्वा वेदान्त सिद्धान्त सिद्धमात्मतत्त्वमिति ।

॥ ४ ॥ मिलितैः कतिभिरवयवैः सूक्ष्मशरीरं भवति, केचते, अवयवाः, कुतस्तेषामुतपत्तिः, सूक्ष्मशरीरसमष्टिव्यष्ट्युपहिते च चैतन्ये किमाख्ये भवत इति ॥

॥ ५ ॥ अज्ञानस्य किं लक्षणं, तस्य कतिशक्तयः, कानिच तासां नामानि, ताश्च किं कुर्व्वन्ति । किञ्च जगतोनिमित्तं कारणं किं किम्वोपादानमिति, अथ वस्तुद्वयं एकं वा वस्तु कारण द्वयात्मकं, वस्तुद्वयंचेत् कि किं तत्, एकं चेत् कथं सम्भवति दृष्टान्तश्चेत् प्रदर्श्यता मिति ॥

सांख्य प्रश्नाः ॥

॥ १ ॥ व्यक्ताव्यक्त साधारणा धर्म्माः के, ते च पुरुषे सम्भवन्तिन वा, कैश्च धर्म्मैर्व्यक्तानामव्यक्ताद्वैरूप्यं । किंच गुणाः कति, किं स्वरूपाश्चेति ॥

॥ २ ॥ पुरुषः कथं कीदृशश्च स्वीक्रियते, तद्बहुत्वस्वीकारेच कायुक्तिः, कथं च तस्य प्रधानेन सह संघातः स्वीकर्त्तव्यः, संघातश्च तयोः कयोरिव, तस्माच्च कि मुत्पद्यतइति ॥

॥ ३ ॥ वन्धः किंस्वरूपः, कोवातस्य हेतुः; केन वोपायेन तदुच्छित्तिः सम्भवति किंच, वन्धस्य स्वाभाविकत्वस्वीकारे का हानिः, स्वाभाविकत्वं च तत् किंलक्षणकमिति ।

॥ ४ ॥ कति प्रमाणानि सांख्याचार्य्याभिमतानि, कानि वा तेषां लक्षणानि, केन वा प्रमाणेन कस्य सिद्धिरिति ॥

॥ ५ ॥ सतामपि पदार्थानामनुपलब्धौ केचेतवः प्रदर्शिताः, कतमेनच तेषां प्रधानानुपलब्धिः, तदुपलब्धौच कोहेतु रिति ॥

न्याय प्रश्नाः ॥

॥ १ ॥ ईश्वरे किं प्रमाणं; तस्य कति गुणाः तेचकेः; किंच ईश्वरस्य सुखमस्ति नवा, अस्तिचेत्, कथं तदीय गुणगणगणना-वसरे नोल्लिखितं; नास्ति चेन्नित्यं विज्ञानमानन्दं ब्रह्मेत्यादि श्रुतेः कथमुपपत्तिः। अथेश्वरस्य ज्ञानसुखात्मत्वादिनोवेदान्तिनः केनोपायेन निराक्रियन्तामिति ॥

॥ २ ॥ मनः सावयवं निरवयवं वा, कथं च तत् सिध्यति। किंच, समकालमेव हस्त्य गौतषाद्यादौ प्रवृत्तस्य सिद्धिर्दर्शनेन युगपन्ना नाज्ञानसंशयवदर्शनात् कथमयौगपद्याज्ज्ञानानां तस्याणुत्वमिष्ट व्यत इति संगच्छत इति ॥

॥ ३ ॥ कतिविधानि प्रमाणानि, कानिच तेषां नामानि लक्ष णानि च। अर्थापत्त्यनुपलब्ध्योः कयारीत्या प्रामाण्यं निर सनीयं, केचतयोः प्रामाण्यमंगीकुर्वन्ति कुत्र च तावन्तभावमा पद्येतामिति ॥

॥ ४ ॥ अक्षिः किंस्वरूपा, कुत्र च तज्ज्ञानस्योपयोगिता, केचवा तद्वोपायाः। किंच लक्षणा किंलक्षणा, तत्स्वीकारे किं बीजं, कुत्र च सा लक्षितलक्षणेत्यभिधीयत इति ॥

॥ ५ ॥ अनुभूतिः कतिविधा ताश्च काः किंलक्षणाश्चेति ॥

THIRD DAY.

निम्नलिखितानां श्लोकानां संस्कृतेन व्याख्या लिखता मलङ्का राश्च तत्तत्या यथासम्भवमुद्धाव्यन्तां।

प्रश्नानाञ्च तन्निम्नलिखितामुत्तरं दीयतामिति ॥

क्रान्तकान्तवदनप्रतिबिम्बे, भग्नवालसहकारसुगन्धौ।
स्वादुनि, प्रणदिताखिनि, प्रीते, निर्ववार मधुनीन्द्रियवर्गः ॥१॥

कापिशायनसुगन्धि, विधूर्णन्नुन्मदोऽधिशयितुं समशेत।
फुल्लदृष्टि वदनं, वनिताना मञ्जचारु चषकञ्च षड़ङ्घ्रिः ॥ २ ॥
विम्बितं भृतपरिश्रुति जानन् भाजने जलजमित्यवलायाः।
घ्रातुमक्षि पतति भ्रमरः स्म; भ्रान्तिभाजि भवति क्व वि
वेकः ॥ ३ ॥

राजर्षिवंशस्य रविप्रसूतेरुपस्थितः पश्यत कीदृशोऽयं।
मत्तः सदाचारशुचेः कलङ्कः पयोदवातादिव दर्पणस्य ॥ ४ ॥
पौरेषु सोऽहं वहुलीभवन्त मपां तरंगेष्विव तैलविन्दुं।
सोढुं न तत्पूर्व्वमवर्णमीश आलानिकं स्थाणुमिव द्विपेन्द्रः ॥५॥
तस्यापनोदाय फलप्रवृत्तावुपस्थितायामपि निर्व्यपेक्षः।
त्यक्ष्यामि वैदेहसुतां, पुरस्तात् समुद्रनेमिं पितुराज्ञयेव ॥ ६ ॥
दृशापि सालिंगितमंगमस्य जग्राह नाग्रावगतांगहर्षैः।
अंगान्तरेऽनन्तरमीक्षितेतु निवृत्य सस्मार न पूर्व्वदृष्टं ॥ ७ ॥
निरीक्षितञ्चांगमवीक्षितञ्च दृशा पिवन्ती रभसेन तस्य।
समानमानन्दमियं दधाना विवेद भेदं न विदर्भसुभ्रूः ॥ ८ ॥
कुतः संगृहीता इमे श्लोका इति ॥

निर्व्ववार मधुनीन्द्रियवर्ग इत्येन्द्रिय वर्गः कः कथं वा तेषां सर्व्वे
षामेवै कस्मिन् मधुनि निर्वृतिः सम्भवतीति ॥ २ ॥
अधिशयितुं समशेतेति। अत्र भ्रमरस्य कथं संशय इति ॥ ३ ॥
राजर्षिवंशेत्यादिकं श्लोकत्रयं कस्योक्तिः ॥ ४ ॥
मत्तः सदाचारशुचेः कलंक इति। अत्र कलंकः कीदृशः ॥ ५ ॥
फलप्रवृत्तावुपस्थितायामपीति। अत्र फलप्रवृत्तिःका ॥ ६ ॥

FOURTH DAY.

यथाथस्य परोपकारित्वस्य स्वरूपं, प्रशंसा, साधना न,
फलानि च संस्कृतमयेन गद्येन वर्ण्यन्ता मिति ॥

APPENDIX C.

HINDOO COLLEGE.

ANSWERS.

Aunund Kissen Bose.

Bacon.

1. The ancient philosophers, who delighted themselves in the luxuriance of imagination, rejected with disdain the aid of experience which they thought was too humble and mean a guide to follow. They were as yet untutored by the truths of inductive philosophy, and hence they were led to make too poor an estimate of the tedious and irksome process of analysis and generalization.

This is the false estimation that Bacon here alludes to. To be much conversant in experience and particulars was, in the opinion of the ancients, a degradation from the dignity of the human mind, and an occupation which seemed to contract its powers. They feared nothing so much as to be too matter-of-fact minded. They did not deign to examine the limits of their power; they therefore plunged themselves into enquiries which are beyond the reach of the human intellect; their speculations in theology, however sublime and transcendant, were carried too far to betray at once the energy and weakness of man. These reflections they thought were congenial to their nature, and hence derided such exertions as were directed to the discovery of truths which are subject to the sense; little knowing how to rise up "from Nature up to Nature's God." They found it more easy to invent a hypothesis for the explanation of a phenomenon than to search for its real cause; hence they call the search tedious; 'ignoble to meditate' in comparison with the Divine speculations above alluded to; 'harsh to deliver,' because on such subjects they could not make a display of their eloquence which they were ardently fond of, their delivery being reduced to a bare rationale of facts; "illiberal to practice," because they thought it to be a

degrading occupation; "infinite in number," because they knew not how to generalize.

2. The doctrine of Plato here alluded to is that there is nothing new on the earth, and that all knowledge is but remembrance—he supposed that the mind is filled with the image of existing things from the very beginning, and that the senses cannot be accounted as the origin of knowledge; but as instruments, by which our notion of things, which lies dormant, becomes revived.

3. Superstition requires the immediate interference of the Deity in all the operations of Nature, and claims the peculiar privilege of explaining every physical, mental and moral phenomenon, by some developement of supernatural agency. Her votaries fall into an error just opposite to that of the Atheists; the latter rest on "second causes scattered;" the former deny at once the efficiency of second causes; hence superstition cannot stoop to acknowledge the genuine functions of the senses; it is her interest to condemn them as fallacious. She valueth more the false operations, and the innate energy of the man within, than the indispensable aid of the man without.

4. The followers of Aristotle maintained, in their dialogues and discourses, that the senses are the origin of our knowledge, which the Platonists denied; but the latter, in their reasoning and enquiry, take a view of particular examples and make and approach to induction, though in a manner showing that they set not the least value upon it; while the former in their mode of argumentation betrayed a supine neglect of the aid of experience, a minute attention to rules of synthesis, without regard to the nature of the results they brought out. Hence the followers of Aristotle 'give the due to the sense in assertions,' (which the Platonists do not acknowledge,) and deny it much more in practice than those of Plato.'

6. They rested only upon agitation of wit; that is, they rested only upon the deductions of theory without stooping to compare them with those of experience, or bringing the aid of the latter to bear upon the former. The schoolmen were particularly famous for their singular array of arguments, compact and beautiful in their superstructure, but based upon an unsteady foundation.

8. Bacon points out the errors into which the ancients had fallen with respect to their low estimation of experience; he shows clearly that the feeble progress of philosophy is owing to her votaries having

disdained to court the aid of this humble but sure guide; that this contempt is unjust and unfounded; that induction is the only means by which man can unravel the arcana of nature and feel that he treads on firm and unyielding ground.

Macbeth.

1. The witches had accosted Macbeth, calling him Thane of Glamis, Thane of Cawdor, and King that would be. On the arrival of the messenger from King Duncan he learnt that he *has* been made Thane of Cawdor, and as he was already Thane of Glamis, the truth of these two assertions of the witches was consequently verified. These two truths, therefore, Macbeth considers as the prologue to the "imperial theme." The imperial theme is the promise of royalty which the witches had honoured him with.

2. The hasty fulfilment of a part of the prophecy of the witches kindled up the ambition of Macbeth, who began to see before him the prize of Royalty. He is at first perplexed what to think of this circumstance, whether it would end in good or evil; then he makes up his mind and says, it cannot be ill, for it hath given me earnest of success commencing in a truth, which is that I am already made the Thane of Cawdor; thus far his hopes being fed, there rises a secret question in his heart—why then may I not be a King.

3. Macbeth yielding to the electric current of his imagination, thinks of the murder of Duncan, but he staggers at the thought, and says to himself that the project of murder which his thought has hatched, though yet but a dream, works such a tremendous effect upon him.

4. The sense here seems to me ambiguous. It may either mean that from the perturbed state of Macbeth's mind, the functions of his body and mind were smothered and received a momentary check; or that the perpetration of the contemplated deed seems to be prevented from its being smothered in surmise, buried as it were in doubts. The mind of Macbeth is in a state of dilemma, he wavers and fears, he hopes and determines, according as he looks forward to the consequence or reflects upon the present happy conjunction of circumstances.

5. That is, that which has no existence produces an effect like a real existence. The phantasm of the imagination, a mere nonentity, torments Macbeth and forces him to make this observation.

Rajnarain Bose.

Bacon.

1. The supporters of this false estimation maintained, that it is a matter of degradation to the mind of man to be much conversant with the knowledge of material nature, which is "subject to sense, and bound in matter, laborious to search, ignoble to meditate, harsh to deliver, and illiberal to practise;" but that it should rather soar on the wings of speculation and meditate on the existence of God, his infinite attributes, the gradations of being that are links in the universal chain between God and man, and the pre-existence or immortality of the soul; that it should attempt to reconcile the foreknowledge of God with the free will of man, and the existence of evil with his infinite benevolence and infinite power, and that it should expatiate on the causes, progress and effects of the phœnomena and qualities of the human mind.

2. The doctrine of Plato here alluded to, was this, that when Nature was not created and the germs of the universe lay in chaotic confusion, the Supreme Being had in his mind the pattern of the present system of things in the form of ideas of a general nature, and that he did create this universe by impressing these ideas upon matter, which was at first without form and void. He maintained that the human soul, which is an emanation from the Divine essence; or in the beautifu language of the Persian poet, Jellal-ood-deen Roomee, "a rose from its native garden untimely torn," was, in its pre-existent state, conversant with those ideas, and did revel in the appreciation of their beauty; that it has lost them by being confined in this "fleshly nook;" that it should attempt to regain them by contemplation; and that the cold particulars of physical nature should not merely endow the mind with a knowledge of themselves, but that they should contribute to the revival, and excite its faculties to the attainment of those ideas which it possessed when it was in its pre-existent state, a portion of the Supreme Spirit.

3. Superstition never favoureth the investigation of the qualities of sensible objects. The fancy of the superstitious man is always engaged with the imaginary beings, which his own brain has created, in propitiating them in his own favour, and in yielding homage to them with heartfelt veneration. The superstitious man has hardly the time and the inclination, to make physical nature the object of his study and specu-

lation. Plato did really mingle superstition with his philosophy. He admitted the existence of demons or genii between God and man, and allowed worship and sacrifices to be paid to their Divine Nature. He also maintained that the souls of wicked men and those who luxuriated in the enjoyment of concupiscent pleasures, after the dissolution of their bodies, did hover around their tombs, and were unable to free themselves from the earth, in whose pleasures and passions they had so much indulged.

4. In Theory, Aristotle favoured the study of external nature, and Plato of spiritual nature. But, in practice, the case has been different; for Plato has given, in his invaluable works, many examples of inductive reasoning; but (as he paid superficial attention to that method of ratiocination, and whenever he uses it, uses it in a kind of rambling excursive manner), they are of no force or effect; while on the other side, the school-men of the middle ages, the disciples of Aristotle, who regarded the works of their master as possessing equal authority with the Bible itself, were not engaged in the study of physical nature, but busied themselves with theological enquiries and metaphysical subtleties.

5 and 6. The school-men were utterly ignorant of history, i. e., the history of material nature. Men who were enamoured of theological and metaphysical enquiries and pursued those enquiries with the greatest alacrity and application, cannot be expected to have much knowledge of natural science and to pay much attention to its investigation. Their minds rested only upon "agitation of wit," i. e., upon wrangling and controversy on the subjects above-mentioned. Theological controversy was the chief employment of the learned in the middle ages. Any university who could puzzle and confound a rival one with their subtleties was declared victorious, and its renown was spread far and abroad. There were prizes given to the parties victorious in metaphysical disputations. These incitements had due effect upon the minds of students, and they devoted their whole attention and time to the study of Theology and Metaphysics to the perusal of the huge volumes of St. Augustine, Thomas Aquinas, and Duns Scotus. The sense in which the term "history" is used in this passage by Bacon, is countenanced by his division of the intellectual faculties of man, and of human knowledge, in the second book of his advancement of learning. He there divides history into civil and natural history.

7. Plato saw well that if we suppose man's mind to be all sufficient, and that it can pronounce with decision upon subjects beyond its reach, we must acknowledge on the other hand that it has not the means of doing so; for as far as induction and view of particulars go, so far can man proceed with firm steps in his enquiries and speculations. This is well shown in the case of Plato himself, for he was obliged to have frequent recourse to inductions and view of particulars in the demonstration of his opinions on spiritual subjects, as for example in his able demonstration of the dissimilarity of the corporeal and intellectual natures of man, and the distinct existence of the human soul.

8. In the above passage, extracted from the Filum Labarynthi of Lord Bacon, that illustrious philosopher persuades men to the study of physical nature, and refutes the false opinion that prevailed before his time, that it is a matter of degradation to the human mind to exercise its powers upon material objects, which occupation was considered, by the proud Peripatetics of the middle ages, to be ignoble and illiberal. It should be observed, to the honour of Lord Bacon, that though he depreciates Aristotle in the above passage, and various others of his Great Instauration, and calls him the tyrannical Ottoman who kills his brothers that he himself may be the sole sovereign, yet in the dedication of his work named "Colours of Good and Evil" to Lord Mountjoy, he bestows such praise upon Aristotle as almost compensates all his depreciations of that gigantic intellect. Lord Bacon is the founder of modern science. He it was, who freed philosophy from the cloister of monks, and the jargon of the middle ages. Though he himself did make few actual discoveries in physical science, yet to him we owe a Newton, a Boyle and a Laplace. He has been well compared by Thomson the poet of the Seasons, to Moses, as the person who, out of the gloom of the dark ages, conducted men to the land of true science and true philosophy.

II.—*Shakespeare.*

1. Macbeth, Thane of Glamis and General of Duncan, King of Scotland, in his way to the capital, after his successful repression of a rebellion of some Scottish Thanes, aided by the Norwegians, is greeted, in his way through a blasted heath, with the titles of Glamis, Cawdor and King, by three witches who wished to gratify their malicious disposition by enticing him to his own destruction by ambiguous prophecies. Immediately after he is hailed with the title of Thane of Cawdor by

some messengers from the King. Dumb with astonishment, at the devils' speaking true, he breaks forth into the above exclamation fraught with the most vehement pathos :

> " Two truths are told
> As happy prologues to the swelling act
> Of the imperial theme."

These two truths are his being Thane of Glamis and Thane of Cawdor ; and these truths are happy prologues to the act of the imperial theme, i. e , to the act of his accession to the Throne of Scotland, which act is more important than the two happy prologues, and which will be performed with imperial magnificence.

2. Macbeth intends to prove by this assertion that this supernatural soliciting cannot be ill ; for, if ill, why then has it commenced in a truth (i. e., his elevation to the Thaneship of Cawdor), and given him pledge of the future consummation of the ardently desired event, i. e., the performance of the " swelling act of the imperial theme."

3. That is, " my intention, the actual execution of which is but yet existing in my phantasy or imagination." Macbeth's fancy is big with the conception of some dark act of blood, i. e., of the assassination of his Sovereign, in defiance of the laws of loyalty and gratitude. His whole frame is agitated, and is shivering with this mental convulsion.

4. That intention, the actual execution of which is but yet existent only in his phantasy or imagination, shakes his single state of man, i. e., convulses his little microcosm so much, that " function is smothered in surmise ;" i. e., his natural functions are impeded ; and, as it were, suffocated in their operations, by surmise, i. e., by anticipation of the bloody and dark act of assassination which is preparatory to his ascension on the Throne of Scotland.

5. Not only his functions are smothered, but he is, as it were, living in the midst of things that are not at present in actual existence, and that are only now existing in his own brain. His mind's eye is seeing only things that are in the womb of futurity. He is not at present standing on the heath ; but is, perhaps, grasping a dagger, and burying it in the royal blood of Scotland. The first conception of a bloody act, with the physical convulsion attendant on it, in such a man as Macbeth, who had much of the milk of human kindness in him, is described with a happy and inimitable exactness by the pen of the heart-fathomer, William Shakespeare.

JOGESCHUNDER GHOSE—1ST CLASS.

1st. The Gracchi were descended from a noble family of Romans. They were the sons of Cornelia, who was the daughter of Scipio. Though they were nobles by birth, yet they favoured the people and proposed in the Senate for the revival of the Licinian law, that is for the equal division of land. This was of course rejected by the Senators; however, the Gracchi became very popular amongst the Romans, and, consequently, the Senate disliked them. Tiberius Gracchus, the elder brother, was killed at the instigation of the Senators, who pretended that he aimed at the Sovereignty of Rome; a few years after, the younger brother Caius Gracchus met the same fate. Whether they actually aimed at Sovereignty it is very difficult to decide now; but they were guided by motives of patriotism and benevolence to propose for the Licinian law, and their character was every way exemplary; and it was rather the sedition of the Senate against the Gracchi than that of the Gracchi against the Senate. There were two parties at that time in Rome; the one was the aristocratic, the other was the popular party; and one contended against the other.

2nd. The Mithridatic war took place between the Romans and Mithridates in the 7th century after the foundation of Rome. This Mithridates was descended from that Mithridates, who begged the friendship of Alexander the Great, and who was King of Pontus. Sylla, the Roman Dictator, defeated Mithridates at Chæronea, the same place where Philip defeated the Thebans two centuries before; and Pompey and Lucullus were the other Roman generals who were engaged in this war.

3rd. 1—The states of Achæa and other Greek provinces combined themselves in a league to get rid of the encroachments of the Macedonian Kings, in the 3d century before Christ. 2—They pledged themselves to defend each other against any foreign encroachment, and also they took the lead in the affairs of Greece. 3rd—The Achæan league was dissolved when the Romans under the Consul Mummius defeated the Greeks. 4—Philopœmen and Aratus were the chief characters who figured in this league.

4th. After the death of Theodosius, in the fourth century after Christ, his two sons Honorius and Arcadius divided the Roman Empire amongst themselves. Honorius took the Western Empire, and Arcadius the Eastern. The Western Empire comprised Britain, Gaul, Spain,

Helvetia, and Italy, &c.; and the Eastern Empire contained Greece, Syria and other Asiatic possessions, and Egypt and other African possessions.

5th. The line of policy pursued by Henry the Seventh was economy; he likewise depressed the power of the nobility, and increased the influence of the Commons by allowing them to purchase the Estates of Noblemen; he consulted his Parliament on all momentous occasions, and raised the dignity of that august assembly; it was in his reign that something like a Parliament was established in Ireland by Poynings; though the power of the Irish Parliament was very limited, for that assembly could not pass any important laws without the consent of the English Council.

6th. Edward the 3rd of England claimed the Crown of France by right of Isabella, the Queen of England, who was the daughter of the King of France, and soon after invaded that country and defeated the French in the battle of Cressy; where his son, commonly called the Black Prince, displayed high feats of valour. Soon after Edward returned to England and his son being ill-supported by his father lost all the conquests gradually. All these events took place in the 13th century. In the 14th century Henry the 5th of England revived his claim upon the throne of France, and having invaded that country he gained a decisive victory over the French in the battle of Agincourt; and soon after a treaty was concluded by which it was agreed, that Phillip the King of France should be allowed to reign during his lifetime, but after his death, Henry should succeed to the throne; and Margaret, the daughter of Phillip, was married to Henry. After the death of Henry the 5th, his son Henry the 6th, who was a minor, succeeded to the thrones of England and France. It was at this time that an enthusiastic woman named La Pucelle, commonly known as Joan of Arc, spread a rumour that she was destined by God to rescue France from a foreign yoke; however, by this she caught the credulity of the people, and soon after she headed an army and defeated the English; and Charles, the son of Phillip, was re-instated on his ancestral throne; and thus did the English finally lose possession of their conquest.

7th. In the year 1215 the barons, sword in hand, extorted from King John his consent to the Magna Charta, the ground-work of English liberty, by which it was enacted, that in criminal matters all Englishmen should be tried by a Jury of their Peers, and a free enjoyment of person and property was also secured. However, it was not

till the end of the 13th century, that the Commons obtained a share in the Legislation. Henry the Third was obliged to allow the Commons a share in the Legislation, and in his reign it was enacted that Knights, Citizens and Burgesses should be summoned to attend the Parliament. This was the origin of the House of Commons. In the reign of Edward the First it was enacted, that Parliament should be summoned annually, and oftener if need be. In the reign of Edward the Third the House of Commons was re-modelled, and it was enacted that no taxes can be levied without the consent of the Commons; and the House of Commons was constituted in the same form in which it continued for several centuries. In the reign of Queen Anne the Scotch Parliament was incorporated with the English; and in the year 1800, the Irish Parliament was also united with the English. In the year 1831, a Bill was introduced in the House of Commons by Lord John Russell, for reforming the Constitution of the Parliament; after a long debate for two or three sessions, it was at last passed. By this Bill the number of electors was increased to 900,000 nearly, and all British born subjects who possess a free-hold of £10 per annum are entitled to vote in the election; and some rotten boroughs were disfranchised, and Manchester, Birmingham, and other large towns received franchises. Those who enjoy a clear free-hold revenue of £600 per annum are entitled to become members for counties; and a free-hold of £3,00 per annum will entitle a man to become a member for Towns and Boroughs. The total number of the Members of the House of Commons is at present 658, of which 100 represent Ireland, and 45 represent Scotland.

8th. Sebactagin was the son of Aleptagin, and may be said to be the founder of the Afghan dynasty; and Mahomed, the celebrated Sultan of Ghizni, was the son of Sebactagin. He flourished in the 11th century.

Nadir Shah was originally known by the name of Cooly Khan, and was the leader of a band of Tartar shepherds. His valour recommended him to the service of the King of Persia, and soon after he became the King of Caubul. At this time India was governed by a weak and imbecile Prince, Mahomed Shah, whose profligacy disgusted his Ministers, who invited Nadir Shah to come and take possession of India. Nadir Shah invaded India in 1738, and the imperialists were defeated by him, and he soon attacked Delhi, and ordered a general

massacre of the inhabitants, and after taking an immense quantity of gold and jewels he returned to his country, where he was soon after murdered in his camp by Ahmed Shah Abdalli.

Holkar was a Mahratta Chief, who ruled Malwa. About the beginning of the present century Jeswunt Rao Holkar became a formidable potentate. Holkar intended to burn Poonah in 1803 ; but it was saved by the timely arrival of General Wellesley, (afterwards the great Duke of Wellington.) About the year 1805, Holkar ravaged Hindoostan, and defeated Colonel Monson at Shamlee ; afterwards he was pursued closely by the English, and he fled to Lahore ; soon after Lord Cornwallis concluded a peace with him. During the Government of Lord Hastings the power of Holkar was totally annihilated.

9th. In the war with Pyrrhus, King of Epirus, the Romans first became acquainted with the Oriental mode of warfare, for we know that Pyrrhus brought with him some elephants which the Orientals only use in their warfare. The chief strength of the Romans consisted in their infantry, which was known under the name of Roman legions ; but the chief strength of the Eastern nations consisted in their cavalry and elephants. The Romans fought very close, while the Oriental scattered their forces ; in these respects the Oriental mode of warfare differed principally from the Roman mode. In the Mithridatic war the Romans became properly acquainted with the Oriental mode of warfare.

10th. The earliest records, among uncivilized nations, consisted in traditions, ballads and monuments ; and gradually these ballads are collected and sung by minstrels, afterwards poems are composed to commemorate principal events, and then history, in the proper sense of the word, takes its rise. Thus we see Hesiod and Homer collected their great poems from ballads and traditions ; afterwards true history took place of traditions and poems. The Romans originally used to commemorate their events by songs, and it was not till the time of the Punic wars that historians commenced to write true histories. The Ramayuna and Mahabharut, the two greatest epic poems of India, contain the earliest histories of India which were collected from oral traditions and ballads ; after the conquest of India by the Mahomedans we arrive at the period of true history.

In modern Europe, the Druids and Minstrels used to commemorate principal events by means of ballads and songs, and the poems of Ossian and others are collected from these ballads.

PRIZE ESSAY.

PEARYCHURN SIRCAR—1ST CLASS.

The effect upon India of the new communication with Europe by means of Steam.

The application of Steam in carrying on the communication with Europe, has been the source of innumerable advantages to India. By means of this powerful agent, Europe ere long regarded as a *remote* quarter of the globe, has lost that character. The appalling distance between these two portions of the world has been diminished, though not in a scientific sense. The connection between them has been strengthened by the communication being rendered more easy, and voyages to Europe have lost that forbidding aspect, which had so long dissuaded the unenterprising sons of India from leaving her shores.

The introduction of this great improvement in guiding ships, has facilitated Indian commerce to a great degree. Voyages at present are performed within less than a fourth part of the time occupied a few years ago. Vessels are no longer subject to wind and sail, and the lengths of voyages are made subjects of mathematical calculation. Merchants, enabled to transport goods much oftener in the course of a year, and receiving their returns much sooner, have found means to carry on trade on very extensive scales. Capitals are speedily set free, so as to be invested in fresh merchandise, and the prices of articles are lowered by the rapid import of large quantities of them. The application of machinery to manual labour, as existing in Europe, is daily coming into use here also. Thus the commerce of India, one of the principal sources of her civilization and aggrandizement, is indebted to the agency of Steam for much of its present flourishing state.

As the enlightenment of India is owing, in a great measure, to her intercourse with Europe, the object that has been instrumental in bringing her close to the focus of illumination, must be regarded as having been highly beneficial to her. The arts and sciences of Europe, the many valuable inventions and discoveries that have been made in that Continent, the useful instruments and utensils that are there used, and the innumerable improvements that the people in that quarter have made, both in practical and intellectual knowledge, have all been rendered easily accessible to her ignorant children.

Another source of the advantages derived from Steam communication, is the quickness with which intelligence is conveyed from one place to another. The Overland Mail has been of great utility to every class of men, any way connected with Europe; but particularly to Government; for owing to this rapid vehicle of intelligence its measures are no longer clogged with unnecessary delays, and business is conducted with a degree of expedition, the want of which is sometimes productive of very evil consequences. By means of the Overland Mail, a speedy communication is kept up with the Court of Directors; and thus the Government here is soon relieved from suspense, and the consequent inaction, in executing measures of importance. In the case of a war breaking out, the intelligence may be rapidly communicated to any place, and the preparations commenced with the greatest expedition.

Besides these, the Government is, in several other ways, benefited by Steam communication. By means of the Overland Mail, the state of the whole of Europe is brought under the cognizance of the inhabitants of India within a very short time; and thus these two parts of the world, distant as they are, are made to communicate with each other in civil, political and literary matters, with the greatest ease. So we see that by means of a certain quantity of Steam the distance of several thousands of miles is made to be regarded as comparatively nothing. Such is the triumph of science.

The advantages, derived from the use of Steam in navigation, are too numerous to admit of being described within the short compass of an essay of this nature, in the limited time that is allowed to write it. Suffice it to say, that by means of Steam communication, India is daily rising higher and higher in the scale of civilization, and that the treasures of Europe, in the most extensive sense of the word, are poured upon her lap in profusion, taking into consideration not the riches of the soil only, which are very poor indeed, when compared with the inestimable boon of intellectual improvement, which it has been the lot of her sons to receive at the hands of enlightened strangers.

APPENDIX D.

HINDOO COLLEGE.

The Prizes for proficiency in Adam Smith's Moral Sentiments, given by the President of the Council of Education, have been contended for at the Hindoo College.

The questions were not communicated to the Students, till they were all assembled in the Hall of the College, and the answers were all written in the presence of the President without any reference to books or other assistance. The answers have been examined by the President and he has awarded the Gold Medal to Annand Kissen Bose ; and the Silver Medal to Raj Narain Bose.

The questions were the following—

I. Whether is the moral estimate which, according to Smith, we form of conduct, founded ultimately in reason or sentiment ?

II. Shew that we have no *immediate* experience of what other men feel ; and point out, carefully, the connexion of this fact with Smith's theory.

III. Whence arises our sense of the propriety or impropriety of conduct, and of its merit or demerit, in others and in ourselves ?

IV. Whence are the *general maxims* of morality derived ; and what importance would you attach to them as *regulators* of our conduct and moral decisions ?

V. State your opinion on the following objections to Smith's theory :

1. Sympathy being a capricious principle cannot be regarded as the standard of our moral judgments, which are, on the whole, pretty regular.

2. Smith says " when we judge in this manner of any affection as proportioned or disproportioned to the cause which excites it, it is scarce possible that we should make use of any other rule or canon but the corresponding affection in ourselves."

" I judge of your sight by my sight, of your ear by my ear, of your reason by my reason, of your resentment by my resentment, of your.

love by my love." But I may surely think my own sight bad and yours good, or both bad. Then why may I not think your resentment proper and my own improper, or both improper? and if so my own can be no rule or canon for judging of yours.

3. The principle of sympathy becomes insufficient when applied to cases, wherein a good act instead of securing the affections of men subjects us to their hatred.

ANNAND KISSEN BOSE.

1. There are two sets of philosophers who have taken different views of the manner in which we perceive moral approbation or disapprobation. The one founds the moral estimate of our conduct on reason, which according to this theory is supposed to exercise its jurisdiction not merely over the dominion of truth and falsehood, nor to confine its power in adapting means to an end agreeably to the scientific acceptation of the phrase, but to observe what tenor of conduct or tone of temper is fit and proper, deserving of reward or punishment, necessary and advantageous to be indulged and encouraged, or checked and eradicated. The other builds the theory of moral approbation and disapprobation upon sentiment, upon a certain conformation of our feelings, or what some metaphysicians call, passive affections of the mind. Clarke, Cudworth, Price, Butler, Malebranche and Stewart stand as the distinguished champions of the first or the rational theory. Hume, Hutcheson, Shaftsbury, Cumberland, Adam Smith and Brown, form the conspicuous supporters of the second or the sentimental theory.

Though the writings and opinions of these philosophers go in favour of the one or the other of these two theories, yet there is no unanimity among the upholders of the same system; among the rationalists, there are almost as many distinct theorists, as there are among the sentimentalists. Adam Smith, who belongs to the latter class, has distinguished himself by the originality of his system, by the nicety and subtilty of his reasoning, by his deep and profound knowledge of human nature, and by the many apt and lucid illustrations which he has brought forward to establish his theory. He seems to be the most candid of all the founders of new theories, and betrays no desire of veiling any objections that appeared such to him; he examines every system of moral philosophy that was known in his time, declares them to be founded upon some

acknowledged principle of mental operations, points out the false phases in which lurk undetected errors and marks the points of coincidence with his own theory; he takes notice of those varieties of agents, which exert any material influence upon moral approbation or disapprobation, gives their due weight to those faculties which are the basis of antagonist theories, and disclaiming the sophisms and visions, which haunt thick the recluse in his closet, comes out into the broad daylight of the world, appeals to fact and experience, and traces the source of the moral estimate of our conduct to sympathy, an universal, though till his time not duly noticed, operation in the economy of nature. He defines sympathy to be our fellow feeling with any passion whatever, with grief as well as with joy, with gratitude as well as resentment, with the social and the selfish, with the amiable and the boisterous passions.

2. Though it is a matter of question, whether by any process of a priori reasoning, built upon the knowledge of the natural constitution of man, we can discover the truth, that we have no immediate perception of another man's feelings, yet that we can have no such perception, is a fact of every day's experience and too obvious to cause any doubt, even in the mind of the most superficial observer. Since, therefore, it is more from experience than by any process of ratiocination that we come at this conclusion, the best means by which we can prove its reality to any (who takes a fancy to question it,) is by citing instances and giving illustrations.

If, while I am conversing with a person, he happens to shew some symptoms of an inward complaint, I observe them and grope about for some cause which excited them. I question him and until he gives an answer, my feeling is not a whit disturbed, my state is that of impatient curiosity. When I learn the cause, I ponder upon it, my imagination is set actively at work, and by a process, (which I shall have occasion to explain hereafter) a faint idea of his suffering is conveyed to me.

The external senses are the only instruments by which any emotion of pleasure or pain can be excited, and as there are no links to connect the senses of one man with those of another, there is no possibility of a feeling excited in one, being immediately perceived by an observer. A culprit, that is undergoing a flagellation, feels an emotion of pain which is excited by the irritation of his nerves; the nerves of a spectator not being in a similar state of excitement, he cannot immediately have the same perception of pain.

There is a strong connection between this fact and the theory of Smith, inasmuch as it may be regarded as the corner stone of his theory. The connection may be thus traced. If I can have no immediate perception of another man's feelings, by what process is it, that when I am acquainted with every thing regarding those feelings, I exhibit faint expressions of similar feelings? the solution of this query leads to the theory in question.

Smith argues, that as we can have an immediate perception of our own feelings only, when we observe a person under any sort of excitement, we in imagination transport ourselves into his situation, and conceive what must be the state of our feelings under similar circumstances, and, by this illusive identification, we acquire a perception of his feelings. That such is really the case our author proves by many striking illustrations. We see, says he, a person drawing back his leg when he observes a stroke aimed at the leg of his neighbour; we see the spectators of a rope dancer writhing and twisting themselves in the same manner as the player does to balance himself; now all this can never arise from any immediate transfer of nervous influence—sympathy alone explains these phenomena.

After having established this groundwork of his theory, Smith goes on to show how, from this principle, we regulate our approbation or disapprobation of another man's conduct.

When I see a person commanding himself in the agony of disease, I approve of his conduct. My approbation cannot arise before I perceive his feelings; the perception is caused by my imagining myself to be transported into his situation, and by observing the state of my feelings under similar circumstances. Thus by *my* feelings I judge of *his*; and if, subsequently, I find that I would have acted similarly as he acts, I approve of his conduct.

Smith, moreover, observes, that our sympathy does not arise so much from the view of the passion as from that of the situation of the person. Thus, on many occasions, as in the case of idiots, of men of callous feelings, and of departed spirits, our illusive sympathy arises from conceiving ourselves in their situations and feeling an emotion which they feel not; on other occasions, when we see a person labouring under a passion, we naturally inquire the cause of it, that we may enter thoroughly into his situation and have a perception of his feelings.

From simple, double, divided, illusive, and conditional sympathy, Smith explains all the phenomena arising from the sense of merit and demerit, of propriety and impropriety.

3. Our actions and affections may be judged under two different views; in relation to the cause which excited them, or the motives from which they sprung; and in connection with the consequences arising from, or the ends proposed by, them.

When actions and affections appear to us as suited to, or out of keeping with, their cause or motive which excited them, we approve or disapprove of them.

When the ends they aim at or tend to produce, and the consequences arising from them, appear to us beneficial or hurtful, there arises in our minds a sense of their merit or demerit. When we judge of another man's conduct as consistent with propriety or not, we conceive ourselves placed in his situation, and observing his feelings, if we find every emotion of our heart corresponding with his, we approve of his conduct; if, on the contrary, we find no feelings of our heart responding to his, we disapprove of his conduct.

Our sense of the propriety or impropriety of another man's conduct, therefore, is founded upon the concord, or dissonance, of our sentiments with his.

Our sense of the merit or demerit of an action, is a compound sentiment; it is made up of a direct sympathy with the motives of the person who confers the benefit, and an indirect sympathy with the gratitude of the person upon whom the benefit is conferred, on the one hand; and a direct antipathy with the motives of the injurer, and an indirect sympathy with the resentment of the injured, on the other.

We judge of the propriety or impropriety, merit or demerit, of our own conduct, by the same principles with which we judge in the case of others.

We approve or disapprove of our own conduct, when, by transporting ourselves into the situation of an impartial spectator, my sentiments correspond or disagree with those of the imaginary being.

Those actions of our own which are the proper objects of gratitude or resentment, appear to us as deserving of reward or punishment: proper objects of gratitude or resentment, are the objects of that gratitude or resentment which every impartial spectator can go along with. This imaginary being, the man within the breast, is conscience.

4. These general maxims are drawn by a process of induction, acting upon the materials supplied by sympathy. They are of high importance in correcting our momentary and false sympathy, and in the moment of acting under the influence of a passion.

5. Answer to Objection.—The first objection to Smith's theory loses its force, when we recollect that Smith does not regard the first impulse of sympathy as the standard of moral judgment; this is not the 'be all and the end all' in our consideration of what is right or wrong, proper or improper.

It is true that the sympathetic emotion of no two individuals are alike, nor of the same individual at all times; but upon this vacillating and capricious nature of sympathy, we could never rely for the decision of moral truths, had it not, when called into exercise, required the assistance of the general rules of morality, and of the result of the experience of our former sympathies. As, in judging of a composition of genius, a delicacy of taste, sound judgment, habits of comparison and experience, must combine to make our decisions right; as we pronounce those productions to be models or standards of taste, which, throughout the revolutions of time, the mutations of custom and religion, have continued to please the generality of civilized nations; as we do not call that sort of writing the best, which, in the heat of party spirit and popular phrenzy, has been applauded to the skies; so in judging aright the conduct of a man, a delicacy of feeling, a vigorous understanding, habits of experience, and a knowledge of human nature are the essential requisites; we call that tenour of conduct just and proper, which not only is the object of our own approbation, but which has become such throughout all ages and in almost all civilized countries. Our approbation of that course of action is not proper, which, under the influence of some passion or prejudice, we for a moment sympathise with.

To explain this view more clearly, I shall take the following instance. Here is a general moral maxim; that the good of the greatest number should be preferable to that of a few; which I observe is quite opposite to the view of my neighbour. I charge him with bad judgment, he retorts the charge upon me; how can the dispute be put an end to? I bring forward arguments from the general economy of Nature; but they do not convince him; he gives another turn to the question and says, that he sees no necessity why he should sacrifice his own interest to that of the world. Reason can go no further to convince him; he

continues firm in his opinion, till enlarged experience and general commerce with mankind prove how disagreeable such a passion appears to the rest of his fellow creatures; how little they sympathise with this selfish view. When he learns, that the moral maxim, above alluded to, has continued to guide the generality of mankind from time immemorial; the dislike, with which his selfish view was received, often and often returns to his mind; upon these facts he builds his reasoning, and the accumulation of these concurring circumstances presses upon him with irresistible force, and compels him to believe what at one time he denied. Thus is the capriciousness of sympathy corrected; thus the varying judgments of moral truths are reconciled; and thus the eternal and immutable maxims of morality produce those beneficial effects which it was intended by the Great Ruler of the Universe to work.

Answer to Objection II.—With respect to the second objection, it may be observed, that as we can have no immediate perception of another man's feelings, I must, in judging of a person's affection, refer to my affection on a similar occasion. It is true I judge of another man's sentiment by my own; but I do not rely upon this until other concurring circumstances (mentioned in the answer to the 1st objection) confirm it: here it must be confessed, that the expressions of Smith upon this part of the subject are a little lax.

Amongst the several sorts of sympathy, Smith mentions a conditional sympathy. When I observe that conduct, which to me appears praiseworthy, is notwithstanding censured by the generality of mankind; yet I abide by my conviction by the belief, that if men were thoroughly acquainted with my feelings and motives, if they had viewed the particular conduct from the same point of view as I have done, they would undoubtedly sympathise with my sentiments.

RAJNARAIN BOSE—1ST CLASS.

1. The opinion into which I have been led on this often-disputed and most intricate point of moral philosophy, after as much of candid and impartial investigation as I have made up to this time, is this, that the moral estimate which we form of conduct is founded neither on reason or pure sentiment, but on the compounded principle, of what is called by Smith sympathy. I call sympathy a compounded principle, because at every time it is exercised, it is compounded of either imaginative and

emotive, or imaginative, ratiocinative, and emotive processes. When I sympathize with another person, I place myself in his situation, I identify myself with him, *I become he;* this is an act of the imagination: then when I have placed myself in his situation, I participate in his feelings; this participation is an emotive process: sometimes he is reasoning on the ultimate cause of my sympathy, and I participate in his reasonings; this is a ratiocinative process: and then again after he has reasoned, immediately an emotion springs up in his breast, I participate in this emotion also; here again is the emotive process. However it is certain, that in every operation of sympathy, there are the imaginative and emotive processess. If we examine our hearts thoroughly, we shall find that every isolated thought which rises in our breast is conjoint with feeling; and that it is certain, that no man can be "an intellectual all in all," a being of pure intellect and thought.

It is certain, and is agreed to by all moral theorists, that in every moral estimate, the final faculties, which decide the point, are the emotions of approbation and disapprobation; it is not certain, however, whether reason, or sympathy, or moral sense *precedes* approbation and disapprobation. Now, as general rules have been formed, and at present regulate our moral decisions, we cannot decide this question, unless we take as our data the probable nature of this antecedent process, occurring in the earlier stages of society when general rules were not yet formed; and the instances of it which yet occur at this stage of society when general rules have been formed, and when remembrances of such general rules precede and guide approbation or disapprobation. The supposition of a moral sense, which precedes approbation and disapprobation, is inconsistent with that economy of nature which prevails in innumerable works of her hand; and with which it is *probable* she has acted in this instance also; which probability being such, that it almost amounts to certainty. Reason cannot precede approbation or disapprobation. Suppose the case of a savage that first of all saw a murder committed. Instantly, it is certain, the emotion of disapprobation should have arisen in his breast; but it is very probable that he would have been unconscious of a ratiocinative process, if we suppose any such, that would have preceded this disapprobation. He thought, says the rationalist, of the results of this murder towards the individual murdered, and his family; and also of the prejudicial consequences which this crime, if

frequently committed, would have on society. If such reasonings did really precede his disapprobation, then why was he unconscious of them? In the present state of society, I am certain that, in no case whatever, are we conscious, except very rarely, of a ratiocinative process, preceding our approbation or disapprobation. Locke says, that "I cannot conceive how any idea springs up in the mind, and I be unconscious of it;" with much more truth, I can say, that I cannot conceive how a process of ratiocination is being performed in my mind while I remain unconscious of it.

After the refutation, (a feeble one) of the Hutchesonian and the rational system, I will attempt to prove, that sympathy does really precede approbation and disapprobation. If we examine our hearts carefully, we will find that, as we are social beings, we often regard the opinions of others. When we are going to perform any bad action, we frequently ask what will *men* think? After we have done any bad action, we usually ask ourselves, after it has been brought to light, what are men thinking of it; perhaps they are thinking so and so; perhaps their feelings towards us are so and so. With respect to other men, we imagine what they have reasoned and felt, before and after the commission of such and such an action. We will find, that after every such operation of sympathy, the emotion of approbation or disapprobation rises in our breast, and we will find that if we do not exercise sympathy before approbation or disapprobation, the remembrance of general rules has supplied its place.

Smith's theory is very simple and deeply founded in the feelings of human nature. I cannot therefore think well of the intellect of a very modern moral theorist who has said that it requires but common acuteness to refute his theory.

2. That we have no immediate experience of what other men feel is very evident. We have no sense by which we can become conscious of other men's feelings. We have eyes to see, ears to hear, tongues to taste, noses to smell, muscular sensation to perceive the feeling of touch, but we have no sixth sense whereby we can become conscious of the *feelings* of others. It is then by the imagination only that we can become conscious of them. Unless we place ourselves in their situation, identify ourselves with them, *and become they*, I cannot conceive of any other way of which we can become conscious of their feelings and emotions. This is sympathy; this is the fact upon which

Smith has ingeniously and ably erected his sympathetic theory. I have before proved that sympathy is a compounded principle and that it does not consist solely of an imaginative process.

3. Every affection can be considered in two relations; first, its relation to the cause which excites it; and secondly, its relation to the effects which it produces or tends to produce. Upon the suitableness or unsuitableness, gracefulness or ungracefulness of an affection with respect to its cause, depends the decency or indecency, propriety or impropriety of the affection and the conduct which it occasions. Upon the suitableness or unsuitableness of the effects, which an emotion produces or tends to produce, considered with respect to the emotion itself, depends the merit or demerit, the utility or the hurtfulness of an action or a line of conduct; and it is deserving either of rewards or punishments, as it becomes the object of gratitude or resentment.

4. The general rules of morality have been formed by the process of induction. After men had felt what actions please, and what actions displease, they have, by an easy induction, formed these rules.

These solid rules of morality are very useful; for they supply the place of sympathy which Smith allows, varies with the different humours, and different states of the health of men. They are the great regulators of our conduct and, by an easy reference to them, we can decide cases of morality. It is by a regard to them that we waver many times before the commission of an atrocious act; and, after we have done the deed, it is a regard to these general rules that fills our minds with the stings of remorse, that leads us to consider that we are the object of the detestation of mankind, and subjects us to continual anguish. If we had not the general rules of morality, then the collisions of various and fluctuating sympathies would have introduced confusion into morals; though it must be confessed that these various and fluctuating sympathies themselves were the sources of the formation of these general rules. It is plain then that these rules are of great importance to us as *regulators* of our conduct and moral decisions.

5. 1. Though sympathy is a capricious principle, yet it is not so capricious as its opponents think: for instance, every man on the face of the globe, however depraved his moral principles may be, admires a beneficent action, and disapproves of theft, robbery, and murder. Even the perpetrators of these crimes acknowledge that they are in the wrong, but have been led into the commission of them by want,

necessity, or passion. I grant that sympathy is capricious; but then where it is capricious, it is guided and corrected by reason.

Smith, in his review of the rational system, at the latter part of his work, grants that sympathy is capricious, and that all solid and just judgments concerning right and wrong, are made by reason. Some nations follow customs which, judged according to the pure and elevated standard of European morality, are morally culpable, but which the nations themselves consider as innocent. The custom of infanticide prevailed in ancient Greece and Rome. The rites of infant-sacrifice and Suttee prevailed until very lately in Hindoosthan. In the island of Formosa, promiscuous sexual intercourse is considered no crime; and in some parts of Africa, the people throw their old parents from trees. All these have originated in mistaken, misguided, and rude sympathy; yet we can venture to assert that, when those nations will gain the same stock of information and civilization, as the Europeans possess, their elevated reason will correct these products of misguided sympathy and will abolish them altogether. I doubt not that if the Suttee rite had prevailed up to this time, the youths who are educated in the institutions, where Western learning and literature are cultivated and taught, would not have sympathized with the perpetrators of the rite, and would have disapproved of it.

5. 2. The objection, as far as it goes, with respect to sight, is true, but the inference that "my own resentment cannot be a rule or canon for judging of yours" from the premises "why may I not feel your resentment proper and my own improper, or both improper," such inference is not correct. In innumerable cases I judge of your resentment, by my resentment, and in those cases such judgment is generally correct. By my resentment of improper, hurtful and vicious actions, I judge of your resentment of such actions, and this judgment, we find, is usually correct.

The senses in which the words "why may I not feel your resentment proper and my own improper," can be taken, are two. First, when the cause of resentment is the same; and secondly, when it is not the same. The latter is out of the question altogether; but as to the former, if the cause of resentment be the same, it is impossible that when I call *my own* improper, I will call yours proper. I cannot conceive of such a case. So that the words "why may I not feel your resentment proper and my own improper" are a contradiction in terms. Then as to the very last part of the objection, when we feel the resent-

ments of both of us to be improper, in this case, I judge of your resentment by my resentment. I judge my resentment to be improper, and I pass the same judgment with respect to your resentment; it is plain that I judge of your resentment by my own resentment.

5. 3. According to my humble opinion, the principle of sympathy does not become insufficient, when applied to cases, wherein a good act, instead of securing the affections of men, subjects us to their hatred. I cannot conceive of such case as that when a good action subjects us to the hatred of all men. Though the multitude did not relish the poem of Antimacus, yet still there was a Plato to approve of it. So a good action may be disliked by the generality of the actor's countrymen; yet still he can repose in the sympathies of his wise friends, and contemporaries, and countrymen, who approve of the deed. Yet granting such a case to happen as that of a good action incurring the hatred of *all* men, yet still the actor may think that the people are prejudiced against, and have formed some misconception of the scope and tendency of, the action; therefore they hate it; but when they will be in their right senses, they will shower applauses upon him. If his own generation do not approve of the action yet still he thinks that posterity will do justice to him. The applauses of future centuries ring upon his ears, and he disregards the cotemporary hatred that is pouring invectives and vituperations upon him. It is this conditional and future sympathy, that the actor reposes in and contemplates with calm and serene satisfaction.

HOOGHLY COLLEGE.

ESSAY.

The effects upon India of the new communication with Europe by means of Steam.

Nothing tends so much to advance society, to humanize the manners, and to elevate men in the scale of civilization as intercourse with different nations. It encourages commerce by supplying the wants of one country with the superfluities of another; the knowledge of one people may be made the common property of all by its means, what the people of the remotest regions discover or invent, can be communicated every where. In short intercourse renders the earth, separated as it is into continents, islands, &c. by vast oceans, sometimes by insurmount-

able mountains, into one entire whole; and all mankind as the members of one and the same family.

It was by carrying on an intercourse with the Greeks, that the Romans were enabled to improve in the liberal and mechanic arts. It was Greek philosophy that softened and polished the rough military manners of the Romans, and soothed them when misfortune compelled them to look for consolation. In the middle ages when religious fanaticism coupled with superstitious zeal, led to the opening of a communication between Asia and Europe, the people of the latter continent who sunk in barbarism and ignorance, were then groaning under the pressure of tyranny and oppression, received, from the hands of the Asiatics, who were their superiors in civilization, the blessings of social life and happiness. But those short days of Asiatic glory and superiority are gone, the stream of civilization has taken an opposite course; before it flowed from Asia to Europe, now, but with more than its pristine vigour and rapidity it flows from Europe into Asia.

The blessings that Europe now showers upon us are numerous and useful. Both in ancient and modern times Europe has been the seat of philosophy and civilization, but in consequence of there being no safe intercourse in ancient times, that civilization was confined to where it grew. But now that that obstacle is removed, an entire change has taken place in the circumstances of countries; whatever is now or has been gathered in Europe or in any part of the earth, receives an universal circulation.

England which is of all the countries of Europe is nearest related to India by her present position in Asia, is particularly engaged in the cause of Indian improvement. She not only carries on commerce with India, but she is ardently employed in instructing the natives in the arts and sciences, in history and political economy, and, in fact, in every thing that is calculated to elevate their understanding meliorate their condition and increase their resources.

But since from a communication with Europe these benefits upon India have resulted, if this communication be rendered more easy and rapid, would not the benefits received increase in proportion? The sooner a thing desired is had the better. But this facility of communication is beneficial in many other ways. Whether to carry on war, or manage the civil affairs of a distant empire, or communicate with a friend situated in a remote country, in every one of these concerns, expedition

is the chief instrument of success. To secure expedition and facility in carrying intelligence from one place to another, public roads are constructed, post offices established, &c. But none of these means has proved of greater use in answering the desired end than steam. By means of steam a distance, a distance that took 18, afterwards 6 months to pass over, now takes 6 weeks only. Hence whatever advantages existed before, is by the new mode of communication increased four times. Now Europe is brought nearer to Asia, and each can partake of the fruits of labour of the other with more ease than before. But since in the event of an association of an inferior with a superior, the inferior is the gainer, let not our rulers think themselves the losers ; for a knife is whetted upon a stone which is in itself not sharp. The English are to us what the Romans were to the English ; and as the English are the children of modern times and command more resources and power than the Romans, we derive the greater advantage. The facility afforded to communication by the use of steam has enabled the English to govern our country with great prudence and vigilance, they do not appear to be at any time at the risk of forbearing in the glorious work, which they have commenced, of improving the native mind and condition, but prosecute it with honor to themselves and favor to their subjects, till they are styled the regenerators of India.

NOBINCHUNDER DASS.

PAPER ON GENERAL LITERATURE.

ANSWERS.

BACON.

Answer 1st.—By the passage "That it should be a diminution of the mind of man, &c." is meant that it is a degradation of the mind of man to be very familiar in experiences and particulars ; intimating that it is beneath the dignity of the haman mind to be conversant in them, for they are derived through our senses and from matter ; also, because it requires great labour to find out these experiences and particulars which are too mean to be deeply thought of, disagreeable to be made known, unworthy of being practised or imitated, too many to be enumerated in the flourishing of arts.

Answer 2d.—Plato maintained, that human happiness depends on the true knowledge of the Almighty, which is to be acquired from

speculations, as God and matter were different things, having no connection with each other.

Answer 3*d*.—" Superstition never favoureth the sense," the author means to say, that one who pays great veneration for superstition is incapable of favouring the dictates of his sense or of allowing them to be correct, when they do not coincide with his superstitions.

Answer 4*th*.—Aristotle's school asserted that opinions should be founded and explained by our sense, but Plato's school asserted, that the same should be accomplished by speculation. In practice, however, the first acted contrary to his own assertion in a greater degree than Plato did.

Answer 5*th*.—The author means to say, that the school-men were utterly ignorant of the different phenomena of nature and the dependencies existing in it.

Answer 6*th*.—" Resting upon the agitations of wit," means depending upon what they made out by consulting their wit.

Answer 7*th*.—Plato observed that he could not upon proper grounds suppose that the mind of man is of itself sufficient to make all investigations, without having recourse to any thing else.

Answer 8*th*.—From the whole passage it appears that we must invariably make reference to the works of nature for arriving at any correct conclusion, and that true knowledge depends upon experiences and particulars.

Shakspeare.

Answer 1*st*.—The two truths told to Macbeth (while he was passing on) by some witches and spirits. They were that Macbeth would become the Thane of Cawdor and the Thane of Glamis, and the imperial theme was that he would be the Sovereign.

Answer 2*d*.—Macbeth by asserting, that I am the Thane of Cawdor, intends to prove that what was made known to him by the supernatural agency, could not be ill, for what they prophesied, was partly fulfilled as he became the Thane of Cawdor and similarly the rest might also be fulfilled.

Answer 3*d*.—The word fantastical, means fanciful, and therefore the whole passage means—whose murder is not yet accomplished, but only thought of in his mind or intended.

Answer 4th.—This passage means that considerations relative to the murder, have smothered his purpose or have rendered him incapable of executing his object.

Answer 5th.—I take this to be its meaning: Macbeth says that "nothing is but what is not"—smothered, alluding to his person, that is to say, nothing remains of him except his body, his senses being smothered by the thought.

HURRYMOHUN CHATTERJEE,
Upper School, 1st Class, Sec. A.

ANSWERS TO HISTORICAL QUESTIONS.

Anr. 1.—The two brothers Tiberius and Caius, were the sons of the high minded Cornelia, by Gracchus. In one of his journeys through Italy, Tiberius, the elder, observing the wretched condition of the people, resolved to redress their grievances, and place them on terms of equality at least before the laws with their haughty lords. On his return to Rome, he stood a candidate, and became the tribune of the people. The first acts of Tiberius after being installed tribune of the people, were well calculated to gain their favor. He proposed and carried into effect the agrarian law; measures were taken for the rebuilding of Carthage, and he proposed what the senate after a useless waste of blood and treasure, was obliged to concede, the extension of the privileges of the citizens of Rome, to all the inhabitants of Italy. But Tiberius was not thus allowed to carry on his measures: the senate took alarm at these dangerous encroachments on their power, and resolved, if possible, to put him out of their way. In a tumult excited by one of his measures, Tiberius was slain to the regret of the people of Italy.

But his brother Caius was near at hand to avenge his fate. Being elected tribune, he proposed that none but the knights should be elected senators, and that the *commita centuriata* should be transferred from the senate to the people. Not content with this, he resolved to carry the measures of his brother into effect. Accordingly he invited a great number of Italians to Rome to carry out that law, which vested the rights of the citizenship of Rome to the allies: but the brutal Optimus, at the instigation of the senate, fell upon him while still in the Forum, and slew him with a great number of his followers.

Thus fell the two brothers Tiberius and Caius whose patriotism has been stigmatised with the name of sedition by historians. Tiberius possessed all the talents of an accomplished statesman, and understood well the means by which he could carry on his measures with success. Caius though inferior to his brother, was still a good statesman.

The state of parties in Rome at this time was of a most heterogenous nature. While the former distinctions of patricians, plebians, and clients, remained the new ones of poor and rich began gradually to usurp their place.

Anr. 2.—The Mathridatic war was a war with Mithridates king of Pontus. This bold and powerful Asiatic having consolidated his own kingdom, resolved to seize on the possessions of Rome, and ordered in a cruel manner, the general massacre of all the Romans found in Asia. The generals who were successively engaged in this war, were Sylla, Lucullus, and Pompey.

Anr. 3.—The Achœan league had subsisted in Greece from the earliest ages; but the part which it had hitherto taken in the affairs of Greece was either very unimportant or was obscured by superior parts of Sparta, Athens and Thebes. But when these states successively lost their supremacy, Achœa rose into notice.

The principle of union between the different cities of Achœa was the same, as it now exists, among the Swiss Cantons, and among the United Provinces of America, that is, each city was governed by its own particular laws and usages; but all public affairs were decided in national assemblies.

With the destruction of Corinth we may date the termination of Achœan league, which was finally absorbed in the vast empire of Rome.

The principal characters who figured in it, were Aratus and Philophemen, the last of Grecian heroes according to Cicero's judgment.

Anr. 4.—The contending parties who opposed each other at the battle of the Metarans, were Asrubal (the brother of Hannibal) and the Roman Generals Nero and Livius, in which fortune gave the victory to the Romans, 206 B. C.

The battle of Mycale, off the coast of Ionia, between the Persians and the Greeks under the Athenian Zartephus and the Spartan Leotichides, gave such a fatal blow to the power of Persia, that the Ionians were encouraged to throw off the galling yoke of king of kings. B. C. 425.

There were two battles off this promontory: the one in which the Greeks gained a partial victory over the fleets of Xerxes in 427 B. C.: the other in which the Spartan admiral Calicrates was defeated and slain by ten Athenian admirals.

The battle of Delian was fought between the Spartans and the people of Argos, in which the latter were completely defeated.

The field of Charonia was fatal to the liberties of Greece, because Phillip here obtained a bloody victory over the Athenians and Thebans.

The battle of Mantinea decided nothing; for both the Spartans and Thebans claimed the victory. In this engagement Epaminondas, the first of the Greeks according to Cicero's judgment, lost his life. B. C. 362.

Anr. 5.—The final division of the Roman empire took place under the sons of Theodosius, the Great Honorius and Arcadius, of whom the former became emperor of West and the latter of the East. The Western division of the empire with Roman for its capital, comprehended Italy, Gaul, Spain, England, Africa, Egypt and Pannonia, and the Eastern division with Constantinople for its Capital. All those countries lately under the Turkish empire.

Anr. 6.—The policy which Henry the Seventh pursued in his internal government was the depression of the ancient barons and the elevation of the middling classes, and the clergy. This he carried into effect by granting permission to the nobles to dispose of their estates, which the merchants and all those who had acquired wealth, were easily enabled to purchase. Another method by which he attempted to break in the power of nobles, was by the enactment of such laws which prohibited the nobles from keeping retainers in their service.

Anr. 7.—The English princes in the thirteenth and fourteenth centuries, embraced a notion of conquering France, or at least those portions of it, which formerly belonged to the Norman line. In the prosecution of this idle plan, they often came into contact with the French Kings, and on one occasion had nearly completed the conquest of France, when their prey was wrested from them by a simple country girl.

The English lost their last hold in France in the reign of Mary. Without any provocation she declared war against Henry II. of France, in hopes of making a diversion in favour of her husband Philip II. of Spain. But all her hopes were frustrated, the French under the cele-

brated Duke of Guise, besieged and took Calais in 12 days, which it had cost Edward III. 8 months to capture ; and thus the English finally lost their last possession in France in 1556 A. D.

Anr. 8.—Although the House of Commons owes its origin to the usurpations of Leiscester, yet it has been found one of the most effectual checks upon the power of kings, Leiscester in order to conceal his own usurpations, first issued writs to the counties and boroughs, to return to Parliament, two members from each county, and one or two from every borough. On his death, Edward though a warlike prince found the necessity of the support of the House of Commons to all his ambitious projects, and he thus established its legal title. Under Edward Third, the House of Commons enacted those three laws, which rendered their power permanent, viz. that no tax should be levied without the consent of the House of Commons. That any alteration in any law should have their concurrence, and that they should exercise the privilege of impeaching king's minister for bad government. The House of Commons had nearly lost its importance in the wars of the Roses when in the reign of Henry the 8th, it was made the instrument of all his cruelties. Some spirit began to show itself in the reign of Elizabeth, and which farther developed itself in that her successor James I. " The Great Rebellion" decided the dispute whether the king should govern with or without Parliaments ; but it was decided in favour of Parliaments. The reign of James II. affords a curious spectacle to every reader of the constitutional history of England. The House of Commons boldly declared that James by violating the fundamental laws of the realm, had abdicated the throne. Under the Hanoverian family, were decided two questions, namely, the dispute between the constituents and their representatives, occasioned by the Middlesex election of Wilkes and the Reform Bill. By the latter act, the right of returning members to Parliaments was extended to those cities which had hitherto remained unrepresented.

Anr. 9.—There is nothing extraordinary or inanalogous in the history of oriental despotism, when we say that both Sebaktigin and Nadir Shah raised themselves from the lowest states to the hightest pinnacle of human grandeur. Both were slaves and both became kings. The one was more ferocious and cruel than the other, and was at the same time well fitted to shine in troubled time. Both invaded India, of whom Subaktigin, confined his incursions to the Punjab, while Nadir

Shah carried his ravages as far as Delhi, marking his progress with devastation and bloodshed.

Sevagi, the founder of the Marhatta greatness, is a character, the like of which is scarcely to be found in the history of the world, surrounded by powerful neighbours. Sevagi found means to enlarge his territories at the expense of the kings of Ahmednuggur, and Bijapore, and Golcon, and in the course of a few years gave importance to a race of men hitherto little known. The most important event in his life was his escape from the fort of Rhijor, where he was confined by the bigotted Arungzebe.

It is hard to decide whether Mohammad Toglak was perfectly in his senses. The evident signs of derangement is every where visible; in one of his capricious fits he orders the inhabitants of Delhi to remove their family, cattle, furniture, &c. to Dowlatabad, because he intended to make it the capital of his empire.

Anr. 10.—The religious opinions of Akber are thus stated by a Persian writer, Akber himself believed in the existence of one deity, the author of all space and matter ; but he could not go all the lengths he wished for the fear of offending his Mahomedan subjects. Akber, say the same writer, was extremely fond of hearing religious disputes, and would sometimes take an active part in them He would engage Brahmins, Molnas, Jews and Christian Missionaries to decide on the merits of their respective religions.

The revenue system of Akber was the same as is still to be found in some of native states. The Great Reformer of the revenue system of the Moguls was Raja Fodarmul. He divided lands into three sorts, viz. those which require no fallows, those which after the expiration of 4 years, and those which are overflowed by inundations and waste ground. The lands which required no fallows were required to pay one-third of the whole produce which if it were inconvenient to be paid in kind, was transmuted into money, according to the price of the commodity. The lands which required fallow were in the same manner required to pay one-fourth of their whole product. The waste grounds were only to pay one-eighth of the whole with the same conditions as before stated.

Anr. 11.—The Romans first became acquainted with the oriental mode of fighting in their wars with the Syrian kings. The principal points in which it differed from their own, lay in the organization of the

two armies. The orientals place all their dependence on the cavalry, while the Romans generally made their infantry the instrument of their victories.

Anr. 12.—The earliest records among uncivilized nations are the traditions, monuments and documents take in their place after tradition, and at last history appears. This may be finely illustrated from the Grecian history. Before the time of Herodotus, it may with propriety be said, that there was no history, and its place was usurped by traditions.

(Signed) NOUROTON MULLICK.

APPENDIX E.

SECTION 1.

Annual Return of Diseases treated in the Male Hospital of the Medical College, from the 1st of May 1843 *to the* 30*th of April* 1844.

Diseases.	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.	Remarks.
Febris Intermittens,	0	47	47	47	0	0	
„ Remittens,	0	43	43	37	6	0	
„ Continua Communis,	0	130	130	115	15	0	
Pneumonia,	0	4	4	4	0	0	
Bronchitis,	1	16	17	17	0	0	
Pleuritis,	0	6	6	6	0	0	
Enteritis,	0	3	3	1	2	0	
Hepatitis Acuta,	2	15	17	13	4	0	
„ Chronica,	0	2	2	2	0	0	
Splenitis,	4	34	38	33	5	0	
Rheumatismus Acutus,	6	106	112	112	0	0	
„ Chronicus,	3	32	35	35	0	0	
Hœmoptysis,	0	4	4	3	1	0	
Phthisis Pulmonalis,	0	12	12	0	12	0	
Dysenteria Acuta,	7	176	183	146	35	0	
„ Chronica,	2	35	37	14	13	0	
Apoplexia,	0	7	7	0	7	0	
Paralysis,	0	13	13	13	0	0	
Epilepsia,	0	8	8	8	0	0	
Colica,	0	16	16	16	0	0	
Cholera Morbus,	0	169	169	104	65	0	
Diarrhœa,	2	43	45	45	0	0	
Delirium Tremens,	3	101	104	102	2	0	
Aneurisma,	2	0	2	0	2	0	
Anasarca,	0	8	8	8	0	0	
Erysipelas,	0	3	3	3	0	0	
Ascites,	0	7	7	4	3	0	
Hydrocele,	1	21	22	22	0	0	
Syphilis Primitiva,	12	103	115	115	0	0	
„ Consecutiva,	1	10	11	11	0	0	
Scorbutus,	0	4	4	4	0	0	
Icterus,	0	4	4	4	0	0	
Hernia Humoralis,	1	5	6	6	0	0	
Gonorrhœa,	0	20	20	20	0	0	
Dysuria,	0	6	6	6	0	0	
Scrofula,	0	4	4	4	0	0	

Diseases.	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.	Remarks.
Elephantiasis,	2	7	9	9	0	0	
Gangrena,	0	3	3	0	3	0	
Variola,	0	5	5	4	1	0	
Tetanus,	0	6	6	0	6	0	
Hernia Strangulata,	0	2	2	2	0	0	
Tumores,	0	2	2	2	0	0	
Psora et Herpes,	0	2	2	2	0	0	
Luxatio,	0	4	4	4	0	0	
Vulnus Incisum et Contusum,	10	120	130	129	1	0	
Contusio,	5	70	75	75	0	0	
Ambustio,	2	4	6	2	4	0	
Ulcus,	8	113	121	121	0	0	
Fractura,	4	26	30	30	0	0	
Morbi Oculorum,	0	4	4	4	0	0	
Concussio Cerebri,	0	6	6	3	3	0	
Poisoning,	0	7	7	6	1	0	
Total,	78	1598	1676	1485	191	0	

FRED. J. MOUAT, *M. D.*,
Secy.

Medical College,
May 16th, 1844.

SECTION 2.

Annual Return of Diseases treated in the Female Hospital of the Medical College, from 1st May 1843 to 30th April 1844.

Diseases.	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.	Remarks.
Febris Intermittens,	0	2	2	2	0	0	
„ Continua Communis,	0	28	28	26	0	2	
„ Remittens,	0	14	14	10	4	0	
Bronchitis,	0	7	7	7	0	0	
Peritomitis,	0	3	3	3	0	0	
Splenitis,	1	7	8	5	1	2	
Rheumatismus Acutus,	1	30	31	25	0	6	
„ Chronicus,	0	10	10	8	0	2	
Phthisis Pulmonalis,	0	1	1	0	1	0	
Dysenteria Acuta,	1	33	34	24	8	2	
„ Chronica,	0	8	8	3	3	2	
Epilepsia,	0	2	2	2	0	0	
Colica,	0	1	1	1	0	0	
Cholera Morbus,	0	28	28	19	9	0	
Diarrhœa,	0	6	6	6	0	0	
Ascites,	0	4	4	3	1	0	
Menorrhagia,	0	3	3	3	0	0	
Erysipelas,	0	1	1	1	0	0	
Hœmorrhois,	0	4	4	4	0	0	
Syphilis Primitiva,	3	49	52	48	0	4	
Variola,	0	4	4	1	3	0	
Cancer uteri,	0	1	1	1	0	0	
Paralysis,	1	3	4	3	1	0	
Vulnus Incisum et Contusum,	1	39	40	36	1	3	
Ulcus,	2	12	14	11	0	3	
Fractura,	1	6	7	7	0	0	
Concussio Cerebri,	0	4	4	1	3	0	
Abortio,	0	3	3	3	0	0	
Parturitio,	9	48	57	45	0	12	
Poisoning,	1	7	8	7	1	0	
Total,	21	368	389	315	36	38	

FRED. J. MOUAT, *M. D.*,
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May 16th, 1844.

SECTION 3.

Table of Admissions and Deaths in the Medical College Hospital for the year 1843-44.

Months.	Europeans.						Remarks.	Natives.						Remarks.
	Admitted.		Discharged.		Died.			Admitted.		Discharged.		Died.		
	Medical.	Surgical.	Medical.	Surgical.	Medical.	Surgical.		Medical.	Surgical.	Medical.	Surgical.	Medical.	Surgical.	
May 1843,.....	40	20	42	17	6	1	Of the deaths among Europeans— 36 were from 1 to 2 days in Hospital. 21 were from 2 to 7 ditto ditto. 30 were from 7 to 14 ditto. 10 were from 14 to 20 ditto ditto. 4 were from 20 to 40 ditto ditto.	42	36	36	24	13	0	Of the deaths among Natives— 40 were from 1 to 2 days in Hospital. 20 were from 2 to 7 ditto ditto. 12 were from 7 to 14 ditto ditto. 8 were from 14 to 20 ditto ditto. 10 were from 20 to 40 ditto ditto.
June, ...	62	20	46	20	7	1		34	29	48	21	6	2	
July, ...	69	24	53	22	9	0		43	34	37	25	4	0	
August, ...	71	23	50	18	9	0		37	32	42	26	7	1	
September, ...	56	22	46	17	11	0		36	24	38	18	8	0	
October,..... ..	57	25	42	15	8	0		40	30	37	22	8	0	
November,.....	49	18	46	12	7	0		36	22	38	18	4	1	
December.....	39	14	42	11	13	0		39	20	42	16	2	4	
January 1844,	33	16	49	14	6	0		42	27	45	22	5	6	
February, ...	37	15	40	11	7	0		44	25	40	24	7	1	
March, ...	59	11	48	15	8	0		41	23	39	22	7	0	
April,.....	21	10	46	18	7	0		33	18	45	24	4	0	
Total,...	593	218	550	190	99	2		467	320	487	258	75	15	

Medical College, May 16, 1844.

FRED. J. MOUAT, *M. D., Secy.*

SECTION 4.

Return of Surgical Operations performed by Professor Raleigh at the Medical College Hospital, from 1st *May* 1843 *to* 30th *April* 1844.

Nature of Operations.	No.	Remarks.
Trephining for compound fractures of the skull, ...	2	
Amputations of the arm, ...	2	
Ditto of the leg, ...	3	
Hypertrophied scrotums removed, ...	7	
Large carcinomatous tumor removed from the pubis,	1	
Vascular sarcomatous tumor removed from the head,	1	
Ditto medullary sarcoma from ditto, ...	1	
Adipose and encysted tumors from various parts of the body, ...	6	
Luxations of the hip joint reduced, ...	2	
Ditto of the shoulder ditto ditto,.....	2	
Operations for cataract, ...	1	
Ditto for hydrocele, ...	21	
Minor surgical operations, ...	40	

FRED. J. MOUAT, *M. D.*
Secy.

MEDICAL COLLEGE,
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SECTION 5.

Annual Return of Diseases Treated in the Out-door Dispensary of the Medical College from 1st of May 1843 to 30th of April 1844.

	Diseases.		Remained.	Admitted.	Total.	Cured.	Relieved.	Absconded.	Died.	Remaining.
Of the digestive function.	Colica,		0	31	31	12	11	8	0	0
	Diarrhœa,		1	593	594	528	26	38	0	2
	Cholera Biliosa,		0	9	9	6	0	3	0	0
	Cholera Spasmodica,		0	9	9	7	0	2	0	0
	Icterus,		0	21	21	17	1	3	0	0
Of the respiratory function.	Asthma,		1	15	16	0	9	6	0	1
Of the sanguineous function.	Febris,	Intermittent,	0	40	40	33	2	5	0	0
		Continued,	0	52	52	41	1	8	0	2
	Phlegmon et Abscessus,		5	623	628	593	6	14	0	15
	Inflammatio,	Cephalica,	0	13	13	7	4	2	0	0
		Thoracica,	0	11	11	7	3	1	0	0
		Enteritica,	0	20	20	16	2	2	0	0
	Hepatitis,	Acuta,	0	23	23	10	6	4	0	3
		Chronica,	0	84	84	57	13	13	0	1
	Splenitis,		1	227	228	156	50	18	0	4
	Opthalmia,	Acuta,	0	42	42	35	2	2	0	3
		Chronica,	0	149	149	138	6	5	0	0
	Catarrhus,		1	107	108	97	3	8	0	0
	Dysenteria,	Acuta,	5	85	90	72	4	10	0	4
		Chronica,	2	304	306	251	9	34	0	12
	Rheumatismus,	Acutus,	6	130	136	107	12	12	0	5
		Chronicus,	0	506	506	429	25	43	0	9
	Variola,		0	6	6	4	1	0	0	1

Of the sanguineous function.	Scrophula,		0	14	14	11	0	2	0	1
	Syphilis,	Primativa,	0	93	93	67	15	8	0	3
		Consecutiva,	8	569	577	510	18	34	0	15
	Elephantiasis,		1	13	14	1	12	0	0	1
	Scorbutus,		0	1	1	0	1	0	0	0
	Ulcus,		0	3205	3205	3137	21	36	0	11
Of the nervous function.	Mania,		0	5	5	3	2	0	0	0
	Cataracta,		0	16	16	10	4	2	0	0
	Apoplexia,		0	4	4	3	1	0	0	0
	Paralysis,		0	27	27	11	13	2	0	1
Of sexual function.	Gonorrhœa,		1	654	655	465	146	32	0	12
Of the excernent function.	Tumores,	Bronchocele,	0	1	1	1	0	0	0	0
	Hydrops,	Anasarca,	0	27	27	17	7	3	0	0
		Acites,	0	8	8	3	3	2	0	0
		Hydrocele,	0	68	68	54	12	1	0	1
	Dysuria,		0	7	7	6	0	1	0	0
	Lepra,		0	36	36	15	10	9	0	2
	Psora et Herpes,		0	4399	4399	4278	28	56	0	37
Of the external violence.	Contusio,		0	29	29	23	3	3	0	0
	Vulnus,		0	3	3	3	0	0	0	0
	Ambustio,		0	4	4	2	1	0	0	1
	Fractura,		0	15	15	7	7	0	0	1
	Total,		32	12298	12330	11250	500	432	0	148

FRED. J. MOUAT, *M. D.*,
Secy.

MEDICAL COLLEGE,
May 1st, 1844.

APPENDIX F.

SECTION 6.

Half Yearly Return of SUB-ASSISTANT SURGEONS *educated at the Medical College, from the 1st July to 31st December* 1843.

Nos	Names.	Date of Rank.	Stations to which attached.	Character and Qualifications.
1	Omachurn Sett, ...	22d March 1839,.....	Government Dispensary, Agra,...	Conduct good and qualifications of a first rate.
2	Samachurn Dutt,.....	July 1841,.....	Ditto, Jubbulpore,.....	Highly satisfactory.
3	Essur Chunder Gangoolee,	10th January 1840,.....	Native Hospital, Benares, ...	Has received an excellent English & Professional Education, is intelligent and zealous.
4	Ramnarain Doss,.....	10th January 1840,.....	Government Dispensary, Cawnpore, ...	Very good.
5	Jadub Chunder Sett, ...	17th February 1840, ...	Ditto, Bareilly, ...	In every way excellent.
6	Punchanun Sreemoney, ...	10th January 1840,.....	Ditto, Moorshedabad,.....	Appear unexceptionable.
7	Mr. Heming, ...	23d April 1841, ...	Civil Station, Calpee, ...	Very Good.
8	Callachunder Day, ...	20th January 1841,.....	Government Dispensary, Bhoaneepore, ...	Ditto.
9	Rajkisto Chatterjee, ...	3d February 1841, ...	Ditto, Chittagong, ...	Conduct good and has good knowledge of his profession.
10	Jadubchunder Dharia, ...	10th February 1841, ...	Ditto, Allahabad,..... ...	Very good.
11	Chummun Loll, ...	10th February 1841, ...	Ditto, Delhee,.....	Very satisfactory.
12	Nobin Chunder Paul,.....	10th February 1841, ...	Ditto, Dacca, ...	Conduct good and has a good knowledge of his profession.
13	Mr. Imlay, ...	10th February 1841, ...	Sandoway, ...	Good.
14	Nilmoney Dutt, ...	24th February 1841, ...	Government Dispensary, Pooree,	Conduct and qualification are very good.

15	Budden Chunder Chowdry,	23d February 1841, ...	Imambarrah Hospital, Hooghly,	Good.
16	Mohes Chunder Nun,.....	22d June 1841, ...	Government Dispensary, Muttra,	Good.
17	Deenonauth Dhur, ...	22d June 1841, ...	Civil Station, Sirsa,.....	Not mentioned.
18	Sadachurn Mullick,.....	22d June 1841, ...	Government Dispensary, Furruckabad, ...	Very good.
19	Gopal Kisto Goopt,.....	22d June 1841, ...	Jail Goorgaon or Rhotuck,.....	Very satisfactory.
20	Nobin Chund Mookerjee,	17th April 1843, letter Medical Department,.....	Native Hospital, Burdwan,.....	Qualifications are good.
21	Esser Chunder Nye, ...	17th April 1843, ...	Bancoora Cutcherry Hospital,.....	In every way satisfactory.
22	Samachurn Ghose, ...	17th April 1843, ...	Civil Station, Jessore Charity Hospital, ...	He was constantly unwell during the half year.*
23	Purmanund Sett,.....	17th April 1843, ...	Bijnore.†	
24	Mr. F. D'Cruze, ...	22d February 1843, ...	Civil Station, Agra,.....	Latterly has been attentive and will improve.
25	Inayut Hosein, ...	28th December 1842, General Department,.....	His Majesty of Oude's Dispensary,	Very steady and intelligent, but not very zealous.
26	Samachurn Day,.....	22d February 1843, ...	Civil Station, Loodiana, ...	Not mentioned.
27	Chunder Seekur Holdar,	22d February 1843, ...	Ditto, Umballa, ...	Ditto.
28	Tarachund Pyne, ...	22d February 1843, ...	Government Dispensary, Moradabad, ...	Good.
29	Gobind Chunder Doss, ...	22d February 1843, ...	Civil Station, Budaon, ...	Not mentioned.
30	Purmesser Doss, ...	10th May C. G., 27th May 1843,	Charity Hospital, Rungpore,.....	Good.
31	Moheschunder Dey.			

* Since dead. † Not joined yet.

(Signed) J. FORSYTH, *Surgeon,*
Offg. Secy, Medl. Board.

SECTION 7.

Half Yearly Return of the NATIVE DOCTORS *who were educated at the Secondary Class of the Medical College from the 1st of July to 31st December* 1843.

Nos.	Names.	Date of Rank.	Stations to which attached.	Character and Qualifications.	Remarks.
1	Kurreem Bux, ...	3d November 1841,	Volunteer Battalion, ...	Not known.	
2	Mahommed Hosein, ...	3d November 1841,	29th Regiment N. I., ...	Correct.	
3	Mahommed Kissen Allee,	3d November 1841,	2d Irregular Cavalry, ...	Not known, ...	The Regt. gone to the expedition, no return received during the half year.
4	Fuzoollah Khan, ...	3d November 1841,	67th Regiment N. I., ...	Very good and can read English prescriptions.	
5	Allee Bux 2d, ...	3d November 1841,	11th Light Cavalry, ...	Not known.	
6	Bux Khan, ...	3d November 1841,	72d Regiment N. I., ...	Apparently well behaved and qualified.	
7	Chunder Deoir Sukul, ...	3d November 1841,	Garrison of Agra, ...	Very good.	
8	Allee Bux 1st, ...	3d November 1841,	55th Regiment N. I., ...	Very attentive.	
9	Mozuffer Hossain, ...	3d November 1841,	9th Light Cavalry, ...	Not known, ...	Ditto ditto.
10	Jelall Ooddeen, ...	3d November 1841,	24th Regiment N. I., ...	Good.	
11	Shaik Munglo, ...	3d November 1841,	50th Regiment N. I., ...	Not known, ...	Ditto ditto.
12	Wodhim Sing, ...	20th June 1842, ...	4th Light Cavalry, ...	Ditto.	
13	Kendy Sing, ...	20th June 1842, ...	Under orders of the G. G.'s Agent, Assam,	Good.	
14	Summon Khan, ...	20th June 1842, ...	1st Irregular Cavalry,	Conduct uniformly good.	
15	Shaik Ashan Ally, ...	20th June 1842, ...	7th Ditto, ...	.....	Discharged from the Service G. O. C. C. 1st July 1843.

16	Hingun 2d, ...	20th June 1842, ...	8th Irregular Cavalry,	Very good and well qualified.	
17	Meer Caussim Allee, ...	20th June 1842, ...	28th Regiment N. I., ...	Very good.	
18	Collee Persaud, ...	20th June 1842, ...	31st Regiment N. I., ...	Not known, ...	On general leave.
19	Golam Rajah, ...	20th June 1842, ...	52d Regiment N. I., ...	Not mentioned.	
20	Meer Golam Shaw,.....	20th June 1842, ...	Meywar Bheel Corps,...	Not known, ...	Appointed by G. O. C. C. 14th November 1843.
21	Ghassy Khan, ...	20th June 1842, ...	Kital Agency, ...	Not known, ...	Ditto ditto 10th ditto.
22	Mirza Bauker Hossen,	20th June 1842, ...	37th Regiment N. I., ...	Attentive.	
23	Nuzuff Allee, ...	20th June 1842, ...	Deptd. 11th Lt. Cavalry,	Good and attentive to his duty.	
24	Oahud Allee, ...	20th June 1842, ...	37th Regiment N. I., ...	Attentive, conduct satisfactory.	
25	Golam Murtoza, ...	20th June 1842.			
26	Abdool Wahed, ...	20th June 1842, ..	5th Regiment N. I., ...	Satisfactory.	
27	Mirza Monur Beg, ...	20th June 1842, ...	Dept. 61st Regiment N. I., Pooree, ...	Not known, ...	G. O. C. C. 16th October 1843.
28	Shaik Elahee Bux, ...	5th Decr. 1842,...	Sylhet L. I. Battalion,...	Not attentive.	
29	Hedyet Oollah, ...	5th Decr. 1842.			
30	Torab Allee, ...	5th Decr. 1842, ...	Civil Station Baraset,...	Conduct good, ...	Appointed by G.O., 28th Novr. 1843.
31	Hingun 1st, ...	5th Decr. 1842, ...	49th Regt. N. I.,.....	Satisfactory.	
32	Udhur Persaud, ...	5th Decr. 1842, ...	RamGhur Local Force,	Conduct good, qualification moderate.	
33	Seetul Sing,.....	8th June 1843, ...	Assam Sebundy Corps,	Not known.	
34	Essory Loll,.....	8th June 1843, ...	Under the orders of the Supg. Surgeon, Saugor, ...	Not known, ...	Applied to do duty with 39th Regt. G. O. C. C., 23d Oct. 1843.
35	Ghunsam Sing,.....	8th June 1843, ...	In charge of prisoners in the Nagpore Road,	Good.	

Nos.	Names.	Date of Rank.	Stations to which attached.	Character and Qualifications.	Remarks.
36	Khaundum Hossain, ...	8th August 1843,	Darjeeling, ...	Not known.	
37	Sooltan Khan, ...	17th July 1843, ...	1st Regt. N. I., ...	Conduct good and in other respects improved.	
38	Bissessor Sing, ...	4th Sept. 1843, ...	Rajshy Jail or Bauleah,	Active and intelligent.	
39	Sahebdad Khan, ...	11th August 1843,	56th Regt. N. I., ...	Not known.	
40	Mendhy Khan, ...	29th July 1843, ...	Station Hospital, ...	Not known, ...	Vide G. O. C. C., 28th Novr. 1843.
41	Imdad Hossain, ...	25th Sept. 1843, ...	25th Regt. N. I., ...	Requires zeal.	
42	Jhoomuck Loll, ...	25th Sept. 1843, ...	Nipaul Residency, ...	Good and qualified.	
43	Ameer Khan, ...	8th Sept. 1843, ...	Under the orders of the Supg. Surgeon, Agra, ...	.....	Not appointed to the Service.
44	Oozeer Khan, ...	8th Sept. 1843, ...	Ditto ditto, ...	.....	Ditto.
45	Bhowanee Sing, ...	8th Sept. 1843, ...	Ditto ditto, ...	.....	Ditto.

(Signed) J. FORSYTH,
Offg. Secy. Med. Board.

APPENDICES TO THE REPORT

OF THE

MOFUSSIL INSTITUTIONS.

APPENDIX No. 1.

Circulars issued from the Education Department from the 30th April 1843 to the 30th April 1844.

CIRCULAR No. 1.

To the Secretary to the Local Committee.

Education.

SIR,

I am directed to transmit for your information and guidance the annexed extract from a Resolution recorded by the Government of India under date the 29th ultimo, and to acquaint you that the Institutions in the Agra Division of the Bengal Presidency, as noted in the margin,* are placed under the Government of the N. W. Provinces, and you are requested to submit all your communications connected with the School to that Government for orders.

Benares College.
Ghazipore.
Allahabad.
Saugor.
Jubulpore.
Azimghur.
Gorruckpore.
Agra College.
Delhi ditto.
Barrelly.
Meerut.
Furruckabad.

2. You will be pleased also to forward in future the monthly pay abstracts of the School to the Secretary to Government in the N. W. Provinces, who will transmit them, after examination, to the Civil Auditor there, for the purpose of being audited and returned to you for payment at the Local Treasuries as heretofore.

Fort William, 3d May, 1843.

Extract from a Resolution of the Government of India, dated 29th April, 1843.

Respecting Education, the Establishments within the two Divisions of the Presidency, which are now carried on under the direction of the Supreme Government, will henceforth be superintended by the Governments of Bengal and Agra respectively; the Council of Education being placed in direct communication with the Government of Bengal, and in other respects remaining on its present footing until further orders.

CIRCULAR No. 2.

To the Secretary to the Local Committee.

Education.

SIR,

I am directed to acquaint you that by a Resolution of the Government of India dated the 29th ultimo, the School has been placed under the Government of Bengal, and you are requested in future to address your communications to the Secretary to that Government, instead of to the Secretary to the Government of India as heretofore.

Fort William, 3d May, 1843.

CIRCULAR No. 3.

To the Secretary to the Local Committee.

SIR,

Great inconvenience having at various times been experienced by pupils desiring admission to the Calcutta Medical College being sent for examination, who were not found qualified, I am directed by the Hon'ble the Deputy Governor of Bengal to state that in every case in which any pupil of your School (or College) may wish to join that Institution, the following are the qualifications required:

1st. The age must not be under 15, or above 18 years of age.

2d. The Candidate must bring a certificate of good conduct and character from the Head Master of the Institution in which he has been educated.

3d. He must be able to read correctly and analyse any passage from Milton's Paradise Lost, Robertson's Histories, or other works of

the same classical standard, be able to write correctly from dictation, and possess a knowledge of Arithmetic as far as the Rules of Proportion.

4th. He must produce a certificate from his Master of having been examined and found qualified in the abovementioned branches of education.

5th. The number of pupils admitted to the stipendiary class is limited to 50, and the amount of the stipend is Rs. 8 per mensem, tenable for four years, subject to the special regulations of the College on the subject.

6th. The number of free Students is unlimited, and for them the tests of age and qualification are the same as prescribed above.

Fort William, 26th June, 1843.

CIRCULAR No. 4.

To the Secretary to the Local Committee.

Education. SIR,

It has been determined that the examination for Scholarships in the Mofussil Schools and Colleges shall be uniform with those in the Presidency Institutions, and hence it is absolutely necessary that the examinations throughout the country should be held simultaneously, or as nearly so as to prevent the possibility of unfair practices by the communication of the contents of the question papers from one station to another, previous to the day of examination.

2. The examination for Scholarships will commence during the month of September some few days before the Dusserah vâcation, and of this you are requested to inform the candidates in order that they may be prepared to undergo their examination at the shortest notice.

3. With the papers will be communicated specific instructions as to the orders in which the several subjects are to be given, and the precise day and hour at which the examination in each is to be commenced. The Committee are requested to be particular in observing that those instructions are punctually conformed to, as any deviation will preclude the award of a Scholarship, even to a properly qualified candidate.

4. You are requested to state by *return of dawk* the number of sets of Senior and Junior Scholarship examination papers that will be required in the Institution under your charge.

Fort William, the 28th August, 1843.

CIRCULAR No. 5.

To the Secretary to the Local Committee.

Education. SIR,

In continuation of my Circular No. 4, dated the 28th ultimo, I have now the honor to forward in separate sealed packets—sets of Examination questions for Senior, and—sets for Junior Scholarships.

2. The examination for Junior Scholarships at the Presidency Institutions will commence on Thursday the 14th instant, and be held in the following order:

1. Grammar,..... Thursday,..... 14th September.
2. History,..... Friday, ... 15th ditto.
3. Geography,..... Saturday, ... 16th ditto.
4. Arithmetic,..... ..... Monday,..... 18th ditto.
5. Vernacular, ... Tuesday,..... 19th ditto.

That for Senior Scholarships as below:

1. General Literature,... Thursday,..... 14th.
2. History,.. .... Friday,.....,... 15th.
3. Mathematics, ... Saturday,..... 16th.
4. Natural Philosophy,.. Monday,..... 18th.
5. Essay,..... Tuesday,..... 19th.

3. The Committee are therefore particularly enjoined to observe the above order in giving the subjects, and not to give more than one subject on each day. Should the papers reach the Committee before the 14th instant, they are requested to hold the examination on the very same day as those determined upon by the Council of Education for the Presidency schools, but should they arrive on the day itself or subsequently to it, the Committee are requested to commence the examination on the day after the receipt of the papers (not being Sunday) allowing no day except Sunday to intervene between those on which the examinations may be held.

4. In modification of a portion of Section 80 of the printed Rules the Committee are requested to open each sealed packet on the day set apart

* The Students will not be allowed to communicate with each other during the examination, and on that account will be placed at a proper distance from each other.

They will be required to answer the questions and to write the Essay without any assistance whatever, and

to ensure this, *one of the Members of the Local Committee will remain in the room and superintend during the whole examination.*

At the hour fixed for the close of each day's examination, each Student will deliver to the Superintending Member of the Local Committee his answers or his Essay signed by himself. The Member of the Local Committee will immediately put them all into an envelope and seal it up.

for the examination on the particular subject to which its contents refer, and not before. They are also requested to observe that portion of the rules transcribed in the margin* with the greatest care.

To Ramree, Cuttack, and Moulmein.

5. As there are no means available at the Presidency for composing a suitable paper in the Vernacular of your district, a paper in Bengali is sent, which the Committee will, in the first instance render into the Vernacular, and give it in that form to be translated by the Students.

6. The Deputy Governor has determined that the award of Scholarships shall be made exclusively at the recommendation of the Committee, and His Honor trusts that the increased responsibility involved in the change will ensure their best attention and care in examining the candidates and weighing the merits of their respective performances.

7. The Committee will lose no time in reporting the result of the examination, together with the names of those whom they recommend for Scholarships, for the information of Government. The answers need not be sent.

8. After the close of the examination, and of the proceedings of the Committee consequent thereupon, the question papers may be made over to the Head Master for the use of the pupils of the Institution.

Fort William, 4th September, 1843.

CIRCULAR No. 6.

To the Secretary to the Local Committee.

Education.

SIR,

I am directed by the Hon'ble the Deputy Governor of Bengal to transmit to you the accompanying copy of a notification received from the Secretary to the Council of Education respecting vacancies in the stipendiary class of the Medical College, and to request that you will cause the contents of the same to be made known to the pupils of the Institution under the Committee's charge.

Fort William, the 23d October, 1843.

NOTIFICATION.

An examination will be held by the Council of Education in the Medical College, on or about the 1st December, of all Candidates for the stipendiary vacancies in the Medical College, twelve in number.

The amount of the stipend is Rs. 8 per month, tenable for five years. No persons will be allowed to compete, who are under the full age of 15 years, or above that of 18, on any account whatever.

The Candidates must present themselves before the Secretary to the College, three days prior to the day of examination, in order that they may be identified as the persons really desiring admission.

All Candidates will be expected to possess a thorough knowledge of English, so as to be able to read, write, and enunciate it with fluency and facility. They must be able to analyze a passage in Milton's Paradise Lost, Robertson's Histories, or works of a similar classical standard, be acquainted with Arithmetic as far as the rules of proportion, and bring Certificates from the Head Master of the Schools in which they have studied, expressly stating that they possess the information required, and are capable of undergoing the ordeal proposed. The preference in selection will always be given to those who possess the greatest amount of information, in the above mentioned branches of elementary education.

Pupils of the Schools and Colleges in the Upper Provinces are informed, that four Scholarships of 10 Rupees per month each, in addition to the College stipend of Rupees 8, are open to all who are willing to compete for them. The following are the conditions on which they will be allowed to contend :

No boy from the Upper Provinces shall on any account be admitted as a Student of the College under the age of 15, or above that of 18 years of age.

The stipends of all Students who may obtain Robertson Scholarships with a view to study the Medical profession in Calcutta, should be fixed at 10 Rupees per month tenable for four years; in addition to which they shall receive the usual College allowance, when admitted as Stipendiary Students, viz. 8 Rupees per mensem.

With a view to ascertain the respective attainments in general literature and English of the various Candidates in the different Colleges of the N. W. Provinces, a series of Examination papers, prepared in Calcutta, shall be forwarded to the various Institutions, to be opened on

a fixed day, the answers to be written in the presence of the Masters or Teachers, by the pupils without having any access to books or paper on the subjects, the respective replies to be forwarded for the decision of the Council of Education, with a descriptive roll of the age, caste, parentage, general character, and attainments of the several Candidates.

CIRCULAR No. 7.

To the Secretary to the Local Committee of Public Instruction,
Patna,
Bhaugulpore.

Education. SIR,

In forwarding the accompanying copy of an Urdu Translation of Marshman's History of India, which has been approved of by the Government, I am directed to state for the Committee's information that it is thought desirable to introduce the work in question into the Vernacular Department, with a view of imparting a knowledge of the Historical facts which it contains, as well as of the language into which it has been translated.

2. You are requested to state how many copies the Committee are prepared to purchase for the use of the School under their management. The price is one Rupee eight Annas a copy.

3. The Committee will of course understand that the introduction of an Urdu Version of this work supersedes the necessity for the use of the original in the English classes, and that the pupils are expected hereafter to obtain their knowledge of Indian History to the end of the fifteenth Century through the medium of the Vernacular language of the District.

4. This however must not be understood as intended to discourage those pupils who may feel disposed to read out of School hours the History in its original English ; it is merely designed, in conformity with the frequently expressed desire of the Government, to make the Vernacular the means of inculcating sound information in every branch of instruction in which it can be made available.

Fort William, the 20th November, 1843.

CIRCULAR No. 8.

To the Secretary to the Local Committee.

SIR,

With reference to the Printed Rules 45 and 46, I am directed to request that on the first of every month you will submit, together with the monthly bills, an abstract of the Register of daily attendance for the preceding month, according to the annexed form, shewing the number of boys present on each School day, as well as the average number present throughout the month.

Fort William the 11th December, 1843.

Abstract Register of daily attendance of Scholars at the School (or College) for the month of —— 184

Date.	Number of Scholars borne on the books.	Number of Scholars in attendance.	Remarks.

CIRCULAR No. 9.

To the Secretary to the Local Committee.

Education. SIR,

I am directed to request that you will report how far the directions contained in the 5th head of the 5th Section of the Printed Regulations are attended to, and why the monthly visiting Book is not submitted annually for the information of Government.

Fort William, the 15th January, 1844.

CIRCULAR No. 10.

To the Secretary to the Local Committee.

Education. SIR,

I am directed to forward for the information of the Committee and of the Principal, Masters, and Scholars of

the Institution under their charge, and for distribution to the same,—copies of rules for leave of absence, and travelling and acting allowances in the Education Department, which the Deputy Governor of Bengal has directed to be in force from this date.

Fort William, the 28th February, 1844.

Rules for Leave of Absence, and Travelling and Acting Allowances, to Principals and Masters of the Government Colleges and Schools, passed by the Deputy Governor of Bengal, on the 28th February, 1844.

The Local Committee may grant leave of absence, without deduction from Salary, during the authorized vacations, and it shall not be necessary to report the same to Government.

2. In addition to the above, the Government will, at the recommendation of the Local Committee, and on good cause being shewn for the indulgence, grant leave of absence on private affairs for not more than three months, but no Salary will be drawn for the period of such absence.

3. The Government will grant leave of absence on Medical Certificate for one year to any place within the limits of the East India Company's Charter, one half of the Absentee's Salary being deducted for the first six months, and the whole for the remainder.

4. In cases of extreme urgency the Local Committee are authorized to grant leave of absence for one month on Medical Certificate, reporting the same to Government for sanction.

5. No leave will be granted under Rule 3 until after the lapse of three years from the expiry of previous leave under that Rule.

6. If the period of leave granted under Rule 3 be less than one year, the Government will extend the same to the full period allowed by the Rule, on the production of a Medical Certificate shewing the necessity for such extension.

7. Absence without leave will subject the absentee to loss of appointment.

8. No person appointed to a situation in the Education Department shall draw the Salary of his appointment for any period prior to the date of his joining it.

9. A person holding a situation at one station in the Education Department appointed to one of equal or higher value at another, will draw the Salary of his former situation from the date on which he may relinquish it, until the date of his joining his new appointment, provided he does not exceed the time allowed for joining, prescribed by the following Rule, in which case no Salary will be passed to him for such period in excess.

10. The time allowed for joining an appointment is to be calculated at the rate of 10 miles a day (Sundays excepted) together with a week to prepare for the journey.

11. A person officiating temporarily in any situation on the occurrence of a vacancy, or during the absence of the real incumbent, will, if he hold no other appointment, draw one half the Salary of such situation; and if he hold any other situation of less value, he will receive half the fixed Salary of his own appointment, together with half the fixed Salary of that in which he officiates.

12. The 1st, 2nd, 3rd, 4th, 5th, 6th and 7th of these Rules shall be considered applicable to the holders of Senior and Junior Scholarships, and to the Stipendiary Students of the Medical College.

CIRCULAR No. 11.

To the Secretary to the Local Committee.

Education. SIR,

I am directed by the Deputy Governor to forward for the information of the Committee Extract of a letter (para. 10) addressed to the Local Committee at Dacca on the 5th ultimo, and to request that in future the Annual Examination of the Institution under the Committee's charge may be conducted simultaneously with that for Scholarships, of the time for which due information will be given.

2. This rescinds Section 76 of the late General Committee's Printed Regulations *and the special Instructions conveyed in Mr. Deputy Secretary Bayley's letter, No.* 1299* *dated 20th July*, 1842, *No.* 1790† *dated 12th October*, 1842.

* To Bhaugulpore Hill School.
† To Moulmein.

Fort William, the 4th March, 1844.

Extract of a letter addressed to the Secretary Local Committee at Dacca, dated 5th February, 1844, *No.* 104.

10. The arrangements made as to the time for holding the general examination are approved. In future it may be always held simultaneously with the Scholarship Examination, immediately before the Dusserah Holidays, during which period there will be ample time to determine the award of prizes, Scholarships, promotion, &c. and to make the requisite preparations for re-opening the College after the vacation. It does not appear necessary that those Students who compete for a Scholarship, Senior or Junior, should undergo any other test of their proficiency during the year.

CIRCULAR No. 12.

To the Secretary to the Local Committee.

Education. SIR,

I am directed by the Hon'ble the Deputy Governor to request that you will submit to this office, Returns of the Institution under the Committee's charge, brought up to the 30th of April, according to the Forms of Statements annexed, and despatch the same so filled up without fail on the 1st of May 1844.

His Honor begs that the instruction may be carefully attended to.

Fort William, the 11th March, 1844.

Local Committee on the 30th April, 1844.

Names.	Designation and Office.

Establishment on the 30th April, 1844.

Names.	Designation.	Salary.	Date of Appointment.

Statement of Number, Caste, &c. of Students on the 30th April, 1844.

Statement shewing the number of paying Students, and the amount paid by them, and Students who do not pay.	Statement shewing the number of Students studying each of the languages taught.	Statement shewing the total number of Students in the Institution.

Local Receipts and Disbursements as for the 30th April, 1844.

Resources of Annual Income.		Actual Charges for 1843-4.

Book Account as per Circular No. 23.

Abstract of Receipts and Disbursements from the 30th of April 1843 to 30th of April 1844.

CIRCULAR No. 13.

To the Secretary to the Local Committee.

Education. SIR,

I am directed by the Hon'ble the Deputy Governor to inform you, that if there be no local objection to the arrangement, the Committee are authorized to admit boys into the Institution under their management, for the purpose of receiving instruction in the Vernacular language alone, without making it incumbent upon them to study English likewise.

Fort William, the 11th March, 1844.

CIRCULAR No. 14.

To the Secretary to the Local Committee.

Education. SIR,

I am directed to forward an Extract from Mr. Principal Ireland's Report on the Dacca College for 1843,

and with reference thereto to request that the Committee will use their best endeavours to establish in the Institution under their control the system of prepayment for School books which has been so successfully introduced at Dacca.

Fort William, the 25th March, 1844.

Extract from Report of Mr. Ireland, Principal of the Dacca College, dated 20th December, 1843.

Para. 7. On the receipt of printed Circular No. 23 in May last year, directing the Committee to discontinue sending indents for books to Government, and authorizing them to charge in a Contingent Bill 70 Rs. per mensem to provide all books, &c., which might be required in the College, it was resolved that Rule 41 should be immediately enforced, and that all the boys, without exception, should be made to pay something for their Class books. The old books, already in the hands of the boys, were accordingly all called in, valued, and re-issued ; and the boys were further supplied from the store with such books as they required in their respective classes. They were then informed that these books must all be paid for, and that in future, no Class books would be given out to them unless paid for before hand. Three months elapsed, and only two boys had the honesty to come forward with their payments. All the rest positively declared that they were in very poor circumstences and had not the means of paying. This was referred to the Committee, and the senior boys were summoned before them, and questioned on the subject, but they still persisted in declaring their inability to pay. There was in fact a conspiracy among the boys of the Senior Department to resist payment as long as possible, in the expectation of being able to induce the Committee not to enforce the rule ; while the boys of the Junior Department refused to pay unless the senior boys paid also. It was well known that many of the boys were in good circumstances, and could easily pay if they chose, and it had been ascertained by the teachers that several of them had actually received money from their parents for that purpose. Public notice was therefore given by the Committee that they would enforce payment for Class books from all the Students, but that the payments might be made either at once or by monthly instalments, and that some deduction would be made from the bills of such as were really in very poor circumstances.

Several boys responded to the call, but the majority still held out, and the payments came in so slowly, that on the 5th September the Committee deemed it necessary to issue notice, that they would hold a special meeting on the 19th of the same month, to investigate the cases of those boys who had not then paid up their monthly instalments, and that it was their intention to expel every boy who refused to pay. Perceiving that the Committee were in earnest, and that the consequences of further opposition were likely to be more serious than they had anticipated, the boys now came forward with their payments. Many of them, however, returned several of their books, as they had copies of their own at home, but had taken these, as usual, from the College, little expecting they would be made to pay for them. On the day of meeting only 23 were reported as not having paid any thing; but these did not refuse to pay, they only petitioned for further delay, as their friends lived at a great distance from Dacca, which was granted on their promising to pay immediately after the holidays. After this the lies that were told, and the mean practices that were resorted to by several of the boys, in order to make it appear they were in very indigent circumstances, and unable to pay the full value for their books, were truly disgusting. In some instances they succeeded in their efforts; and I have since seen several of those very boys, who were the most urgent in their appeals, purchasing books that were not required in their respective Classes. The affair altogether gave me great annoyance, but the experiment was well worth trying, and it has completely succeeded, without injuring the College in the least, as our increased numbers during the year clearly shew. It may however have driven away a few incorrigible idlers, but such boys may well be dispensed with as they only bring discredit on the College, and are a source of much annoyance to the teachers. The charge for Class books will not, on the average, exceed from 2 to 4 Annas a month in the Junior Department, and eight Annas in the Senior Department of the College. This is the only expense incurred by the Students, and I am sure there are not 20 boys attending the College who find any difficulty in raising the money. I am confirmed in this opinion by the fact that since the promotions were made at the re-opening of the College on the 27th October, we have already received no less than 638 Rs. for Class books, chiefly from those boys who were promoted. This would not have been deemed possible 12 months ago. There are in fact only two boys at present attending the

College, who have not yet paid for the books which were given out last year. Five of those who have left the College, carried away their books with them, but in three instances we have succeeded in recovering them. The other boys are not in Dacca and cannot be found or heard of. The College has at various times suffered heavy losses from this cause alone: but this will not occur in future. The Class books are now all made over to the writer, who is instructed not to give credit to any boy, as he will be held responsible for the payment. This has caused a great addition to his labours, and as he is trustworthy, and his responsibility is much greater, I think his salary should be increased to 15 Rs. per month. It is intended always to keep on hand a large supply of the best Class books, and we have lately procured from England, thro' our Book Agents in Calcutta, upwards of £100 worth of valuable Class books and maps. It is gratifying to observe how eagerly these books are bought up by the Senior boys, who never before had an opportunity of procuring good and useful books in Dacca. On the arrival of every fresh supply of books from Calcutta, the same eagerness is shewn to purchase such as they think will be useful for them in preparing for the Scholarship Examinations.

APPENDIX No. 2.

Statement of Number, Caste, &c. of the Students of the Colleges and Schools in the Bengal Presidency on the 30th April, 1844.

Names of Institutions.	Statement shewing the number of Paying Students, and the amount paid by them, and Students who do not pay.					Statement shewing the number of Students studying each of the languages taught.									Statement shewing the number of Students of each caste.					Daily average attendance of the Students from 30th April 1843 to 30th April 1844.
	Non Paying.	Paying.	Total amount paid.			English.	Arabic.	Persian.	Urdoo.	Hindee.	Sanscrit.	Bengallee.	Oreeah.	Mug.	Burmese.	Christians.	Mohamedans.	Hindoos.	Others than those three.	Total.	
Sanscrit College,.....	140	0	0	0	0	72	0	0	0	0	140	0	0	0	0	0	0	140	0	140	89
Hindoo College, ...	50	448	28872	8	6	498	0	0	0	0	0	498	0	0	0	0	0	498	0	498	388
Patsalah, ...	0	144	864	4	6	0	0	0	0	0	0	144	0	0	0	0	0	144	0	144	122
School Society's School, ...	249	202	2155	13	6	451	0	0	0	0	0	0	0	0	0	0	0	451	0	451	339
Madressa, ...	129	42	40	8	0	47	171	0	0	0	0	25	0	0	0	0	171	0	0	171	0
Medical College,.....	73	0	0	0	0	73	0	0	0	0	0	0	0	0	0	20	4	48	1	73	58
Secondary School, ...	71	0	0	0	0	0	0	0	71	0	0	0	0	0	0	0	55	16	0	71	0
College of Mohamed Mohsin,	519	372	4481	0	0	632	177	82	0	0	0	632	0	0	0	10	263	618	0	891	672
Branch School, ...	212	96	1114	0	0	250	21	37	0	0	0	250	0	0	0	3	55	250	0	308	254
Infant School,.....	40	0	0	0	0	40	0	0	0	0	0	40	0	0	0	1	1	38	0	40	30

Seetapore School, ...	64	36	212	12	0	100	0	0	0	0	0	100	0	0	0	0	0	100	0	100	80
Umerpore School, ...	102	0	0	0	0	102	0	0	0	0	0	86	0	0	0	0	0	102	0	102	82
Ramree School, ...	100	0	0	0	0	32	0	0	34	0	0	0	0	73	0	5	57	3	35	100	86
Moulmain School, ...	71	0	0	0	0	71	0	0	0	0	0	0	0	0	71	13	0	0	58	71	48
Midnapore School, ...	47	82	357	8	0	129	0	0	0	0	0	128	0	0	0	3	1	125	0	129	86
Cuttack School, ...	55	41	0	0	0	96	0	0	0	0	0	0	96	0	0	16	11	69	0	96	73
Dacca College, ...	335	0	0	0	0	335	0	0	0	0	0	335	0	0	0	14	18	303	0	335	224
Commillah School, ...	8	108	354	0	0	116	0	6	0	0	0	116	0	0	0	3	12	101	0	116	86
Chittagong School, ...	24	69	188	0	0	93	0	25	0	0	0	93	0	0	0	19	11	63	0	93	65
Sylhet School, ...	112	0	0	0	0	109	0	0	0	0	0	104	0	0	0	6	31	75	0	112	66
Jessore School, ...	122	0	0	0	0	122	0	0	0	0	0	122	0	0	0	0	15	107	0	122	62
Gowahatty School, ...	172	0	0	0	0	33	0	23	0	0	3	137	0	0	0	0	67	105	0	172	153
Seebsagore School, ...	41	0	0	0	0	36	0	0	0	0	10	41	0	0	0	1	4	36	0	41	30
Chota Nagpore Schools, ...	63	0	0	0	0	63	0	0	0	63	0	0	0	0	0	1	6	47	9	63	50
Nizt. Col. } Sahibzadah's Deptt.	19	0	0	0	0	19	2	7	7	0	0	2	0	0	0	0	19	0	0	19	11
Moorshedabad,... } General Deptt., ...	5	0	0	0	0	5	0	0	5	0	0	0	0	0	0	0	5	0	0	5	2
Bauleah School, ...	109	0	0	0	0	109	0	0	0	0	27	109	0	0	0	3	0	106	0	109	82
Patna School, ...	112	0	0	0	0	112	0	0	112	112	0	0	0	0	0	26	27	59	0	112	83
Ditto Hindee Schools, ...	647	0	0	0	0	0	0	0	0	647	0	0	0	0	0	0	56	591	0	647	456
Bhagulpore School, ...	130	0	0	0	0	130	0	0	130	0	0	0	0	0	0	3	35	92	0	130	72
Ditto Hill School, ...	109	0	0	0	0	78	0	0	0	109	0	0	0	0	0	0	7	24	78	109	83
Total,.....	3930	1640	38640*	6	6	3953	371	180	359	931	180	2956	96	73	71	147	931	4311	181	5570	3932†

* Exclusive of the amount paid at Cuttack, which is not stated in the Local Returns.

† Exclusive of the Madrussa and Secondary School—not stated in the Local Returns.

APPENDIX No. 3.

Balance of Scholarships which appeared in the last General Report of 1842-43, *and those gained in the year* 1843-44, *also the Scholarships available for* 1844-45.

	Colleges and Schools.	Balance in the Report of 1842-43.				Gained in 1843-44.				Available for 1844-45.				Remarks.
		English.		Oriental.		English.		Oriental.		English.		Oriental.		
		Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	
Calcutta.	Sanscrit College, ...	0	0	3	6	0	0	3	5	0	0	0	1	All gained in 1841-42.
	Scholarships open to Public competition in the Sanscrit College,	0	0	1	1	0	0	0	0	0	0	1	1	
	Hindoo College, ...	0	0	0	0	0	0	0	0	0	0	0	0	
	Madressa College,.....	3	3	0	1	0	0	0	0	3	3	0	1	
	Scholarships open to Public competition in the Madressa College,	1	1	0	1	0	0	0	1	1	1	0	0	

Hooghly College of Mohammud Mohsin,		0	1	5	2	0	1	5	0	0	0	0	2	
	Mohammud Mohsin's Scholarships,	0	0	0	0	0	0	0	0	0	0	0	0	Gained in 1842-43.
	Scholarships open to Public competition in the College of Mohammud Mohsin,	0	1	1	1	0	1	1	0	0	0	0	1	
	Hooghly Branch School in the College of Mohammud Mohsin,	0	0	1	0	0	0	0	0	0	0	1	0	
	Seetapore School ditto ditto,	1	0	1	0	0	0	0	0	1	0	1	0	
	Ummerpore School ditto ditto,	1	0	0	0	0	0	0	0	1	0	0	0	
Arracan, ...	Ramree School in the Hindoo College,	1	0	0	0	0	0	0	0	1	0	0	0	
Tenasserim Provinces,	Moulmein School do. do.,	1	0	0	0	0	0	0	0	1	0	0	0	
	Mergue School ditto ditto,	1	0	0	0	0	0	0	0	1	0	0	0	
(Probationals,)	Bancoorah School in the College of Mohammud Mohsin,	1	0	0	0	0	0	0	0	1	0	0	0	
	Midnapore School do. do.,	0	0	0	0	0	0	0	0	0	0	0	0	Gained in 1841-42.
	Cuttack School ditto ditto,	1	0	0	0	0	0	0	0	1	0	0	0	
Dacca, ...	Central College,	0	7	0	0	0	4	0	0	0	3	0	0	
	Scholarships open to Public competition in the Dacca College,	0	1	0	0	0	0	0	0	0	1	0	0	
(Probationals,)	Sylhet School in the Dacca College,	1	0	0	0	0	0	0	0	1	0	0	0	
	Burrisaul School do. do. ...	1	0	0	0	0	0	0	0	1	0	0	0	

Colleges and Schools.	Balance in the Report of 1842-43.				Gained in 1843-44.				Available for 1844-45.				Remarks.
	English.		Oriental.		English.		Oriental.		English.		Oriental.		
	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	
(Probationary,) Jessore School in the Dacca College, ...	0	0	0	0	*1	0	0	0	0	0	0	0	* One additional Scholarship awarded.
Gowahatty School do. do.	1	0	0	0	0	0	0	0	1	0	0	0	
Seebsaugor School do. do.	1	0	0	0	0	0	0	0	1	0	0	0	
Bauliah School ditto ditto	0	0	0	0	0	0	0	0	0	0	0	0	Gained in 1841-42.
Commillah School do. do.	0	0	0	0	0	0	0	0	0	0	0	0	
Chittagong School do. do.	1	0	0	0	†2	0	0	0	0	0	0	0	† One additional Scholarship awarded.
Patna School, ...	0	0	0	0	0	0	0	0	0	0	0	0	Gained in 1841-42.
Bhaugulpore School, ...	1	0	0	0	1	0	0	0	0	0	0	0	
Total,.....	17	14	12	12	4	6	9	6	15	8	3	6	

APPENDIX No. 4.

Statement of the Receipts and Disbursements on account of Book Allowance granted to the Institutions under the Government of Bengal as per Circular No. 23, dated 11th May, 1842.

Names of Institutions.	Balance on the 30th April 1843.			Drawn from Government.			Sale of Books.			From other Sources.			Total.			Expended.			Balance on the 30th April 1844.			Remarks.
Hindoo College, ...	62	5	11	1300	0	0	93	0	0	2	7	11	1457	13	10	1395	7	11	62	5	11	
Pautshalla, ...	0	0	0	*40	0	0	0	0	0	0	0	0	40	0	0	39	13	0	0	3	0	* For 4 months from 1st January to 30th April 1844
School Society's School,	0	0	0	†220	0	0	0	0	0	0	0	0	220	0	0	176	5	6	43	10	6	† For 11 months from 1st June 1843 to 30th April 1844.
English Class Sanscrit College, ...	0	1	6	300	0	0	0	0	0	0	0	0	300	1	6	213	9	3	86	8	3	
Hooghly College, ...	106	0	3	1492	6	6	13	0	3	0	0	0	1611	7	0	2051	2	6	0	0	0	Against 439 11 6
Branch School, ...	182	6	9	420	0	0	0	0	0	0	0	0	602	6	9	291	2	0	311	4	9	
Infant School, ...	44	8	3	60	0	0	0	0	0	0	0	0	104	8	3	11	6	6	93	1	9	
Seetapore School, ...	97	9	0	240	0	0	0	0	0	0	0	0	337	9	0	176	4	0	161	5	0	
Umerpore School, ...	83	1	0	240	0	0	0	0	0	0	0	0	323	1	0	246	8	0	76	9	0	
Tribanee School, ...	40	0	0	0	0	0	0	0	0	0	0	0	40	0	0	0	0	0	40	0	0	Abolished.
Madressa College Calcutta, ...	275	1	0	840	0	0	0	0	0	0	0	0	1115	1	0	672	10	0	442	7	0	
Medical College, ...	840	0	0	840	0	0	0	0	0	0	0	0	1680	0	0	1006	6	0	673	10	0	

Names of Institutions.	Balance on the 30th April 1843.			Drawn from Government.			Sale of Books.			From other Sources.			Total.			Expended.			Balance on the 30th April 1844.			Remarks.
Dacca College, ...	170	12	5	*1030	0	0	2221	6	3	10	0	0	3432	2	8	3140	2	9	291	15	11	* Including 190 Rupees for Prize Books.
Patna School, ...	2	14	5	360	0	0	19	2	5	0	0	0	382	0	10	347	10	2	34	6	8	
Gowahattee School, ...	39	10	8	300	0	0	0	0	0	0	0	0	339	10	8	326	12	0	12	14	8	
Cuttack „	116	14	0	300	0	0	28	3	0	0	0	0	445	1	0	217	12	0	227	5	0	
Midnapore „	104	9	5	300	0	0	226	10	9	0	0	0	631	4	2	260	12	0	370	8	2	
Jessore „	86	7	0	240	0	0	52	0	0	11	1	0	389	8	0	207	15	0	181	9	0	
Commillah „	56	13	6	240	0	0	170	5	6	0	0	0	467	3	0	368	15	6	98	3	6	
Chittagong „	27	0	0	†270	0	0	12	0	0	0	0	0	309	0	0	301	6	6	7	9	6	† For 9 months from December 1842 to August 1843.
Ramree „	0	0	0	240	0	0	30	0	0	0	0	0	270	0	0	111	0	0	136	6	0	* Last year's excess.
																*22	10	0				
Seebsagore „	171	0	0	240	0	0	4	12	0	0	0	0	415	12	0	149	6	9	266	5	3	
Bhaugulpore „	327	0	5	360	0	0	40	0	0	0	0	0	727	0	5	436	5	0	290	11	5	
Ditto Hill „	139	6	0	240	0	0	7	0	0	0	0	0	386	6	0	211	5	0	175	1	0	
Bauleah „	‡569	11	6	360	0	0	58	6	8	0	0	0	988	2	2	522	10	2	465	8	0	‡ Including Donations and Subscriptions amounting to Rupees 245-5-0.
Sylhut „	0	0	0	240	0	0	79	14	0	0	0	0	319	14	0	228	10	6	91	3	6	
Maulmein „	0	0	0	*60	0	0	0	0	0	0	0	0	60	0	0	49	2	0	11	14	0	* For 3 months from Jany. to March 1844
Chota Nagpore Schools, S. W. Fr., ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Not drawn.
Burrisaul, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No Returns received from this School.
Total,.....	3543	5	0	10772	6	6	3055	12	10	23	8	11	17395	1	3	13183	2	0	4652	10	9	

APPENDIX No. 5.

No. 319.

To the Commissioner of Assam.

SIR,

With reference to a letter from the Secretary to the Local Committee of Public Instruction at Gowahattee, No. 13, dated the 15th ultimo, I am directed to inform you that the Deputy Governor has been pleased to abolish the situation of Head Master of the Gowahatty School at present held by Mr. Robinson, and to appoint that gentleman to be Inspector of Schools in Assam, on his present salary.

2. Mr. Robinson's duty will be to visit every School in the Province, as often as he may be able; to introduce an uniform system of instruction in all; to exercise a vigilant controul over the Masters and Teachers, requiring from the head of each School a monthly report of attendance and progress; to see that the pupils in each School are supplied either gratis or at a moderate price with the books necessary for their instruction; to recommend the establishment of additional Schools in localities where they may be required; to persuade the inhabitants, and especially the more respectable among them, to send their children to be instructed; and generally to carry out the views of Government in diffusing throughout the Province the means of a sound and gradually improving system of education through the medium of the native language.

3. The School at Gowahattee, together with all the branch Schools attached to it, will be placed under Mr. Robinson's superintendence. The former will be considered as in its primary object a Vernacular School, but the Deputy Governor will not refuse to grant the means of acquiring a knowledge of English to those who may desire to profit by them, and for this purpose the services of the second Master will be retained.

4. In like manner the School at Sibsagur, at which the last Monthly Returns shew an average attendance of 30 boys, is hereby abolished as an English School, and the services of Mr. D'Souza, the Head Master, dispensed with. The Assistant Teacher and Pundit

will be able to carry on the duty of instructing the boys in the Vernacular, and the former can also instruct in English those who may wish to continue their studies in that language. The salary of Rs. 150 a month thus saved will be held available for the extension of Vernacular instruction in Assam, as soon as the most beneficial plan for the disposal of the whole sum or a part of it shall be determined on.

5. The Local Committees at Gowahattee and Sibsagur are hereby dissolved, and the Secretaries will be directed to make over their records to you. It will still, however, be expected of the Officers of Government resident at those stations, as well as in every district of the province, to visit all the Schools within their jurisdiction as often as may be, to bring irregularities and abuses to the notice of the Inspector at his periodical visits, and to afford every encouragement to the Natives to avail themselves of the means provided by Government for the education of their children. The spirit of the orders of the 6th January 1841, will henceforth be considered applicable to all public officers, in regard to the Schools of the districts in which they are severally employed.

6. The Inspector will furnish you with an annual detailed report of the state and progress of all the Schools in the province, in submitting which to Government with your remarks and suggestions you will not fail to mention the names of those officers, who have taken a lively interest in the education of the Natives, and endeavoured to promote it by the influence which their official position naturally gives them, as well as those who may have shewn indifference to the subject, and neglected this highly important branch of their public duty.

7. In regard to granting leave to Masters under the Rules of the 28th February last, you will exercise the functions of the Local Committee as therein defined. The appointment and removal of all Masters and Teachers of every description will rest with you, and you are at liberty to delegate as much power in this respect to the Inspector as you may deem advisable. A statement, however, of Masters appointed, promoted and removed, will accompany your Annual Report.

8. The Deputy Governor desires to be favored, at the earliest practical period, with a scheme of Vernacular instruction applicable to the Province, from the first rudiments of the language to the highest point to which, under present circumstances, it may be expedient or practicable to extend it. His Honor would be glad to learn your views